



Midsomer Norton Schools Partnership

Annual Report 2019 - 2020



Clutton
Primary School



Dundry
C of E Primary
School



Farrington Gurney
C of E Primary
School



Hemington
Primary School



High Littleton
C of E Primary
School



Leigh-on-Mendip
First School



Longvernal
Primary School



Midsomer Norton
Primary School



Norton Hill
Primary School



**Peasedown St
John**
Primary School



Shoscombe
C of E Primary
School



St Johns
C of E Primary
School



St Julian's
C of E Primary
School



St Mary's
C of E Primary
School



Trinity Church
School



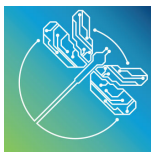
Welton
Primary School



Westfield
Primary School



Critchill
School



Mendip Studio
School



Beechen Cliff
School



Norton Hill
School



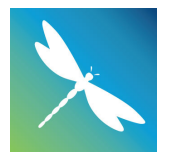
Somervale
School



St Dunstan's
School



St Marks
School of Bath



Writhlington
School



**Midsomer
Norton
Sixth Form**

The Partnership Overview

Chair of the Trust: Stuart Warrener

The Midsomer Norton Schools' Partnership (MNSP) was founded in 2010 following the successful federation between Norton Hill and Somervale Schools. Both secondary schools serve Midsomer Norton, Radstock and the surrounding villages. In the last few years, we have welcomed a number of new schools to the trust, bringing a new dimension to our work in the local area and beyond. By combining our efforts and resources, we are able to provide outstanding opportunities for children in the local community, which were not previously possible.

The foundations of the MNSP Trust are linked to a shared desire to support our local community. This area of the country is a wonderful place to live and work. All twenty-five schools aim to provide high levels of personal development and wellbeing alongside world-class academic progress.

In September 2015, we were delighted to be informed by the DfE and the Regional Schools' Commissioner, that our bid to open a new primary school had been successful. We are one of just a handful of Trusts in the South West who have achieved this and we look forward to working closely with the local community to design, build and open an outstanding primary school which will link with the aims and objectives of the partnership overall. The building of this new school for Midsomer Norton has finally begun - exciting times!

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

Working together really does create great opportunities for children in our schools. From sharing facilities and best practice in teaching and learning, to always being able to rely on immediate support from a close network of partners, whatever the challenge you might face.

Leading this federation of schools is a privilege and it is my belief, shared by all the trustees, that an outstanding education is the entitlement of all in this area of South West England. We hope, through our combined efforts, that all our children will have high aspirations and lead fulfilling lives.

If you haven't had a chance to visit any of the schools in the partnership, please do come and look around, as we believe you will be impressed.



CEO and Executive Headteacher Report

CEO and Executive Headteacher: Alun Williams

It has been another exciting year for the Midsomer Norton Schools' Partnership. We have had a number of new schools join the Trust once again, adding to the team of professionals who through real and meaningful collaboration, are making a difference to the lives of children across BANES and Somerset. I am delighted that construction has finally been completed on the new Norton Hill Primary School. I know that the local community are excited about this fantastic provision, which will ensure there are sufficient primary school places in Midsomer Norton for many years to come. I was also deeply impressed by the report from OFSTED about the Boarding provision at Beechen Cliff. Once again, the Beechen Cliff boarding provision was graded 'good' in all areas and recognised for the superb care, support and guidance children receive. Dundry Primary also received an inspection from the Diocese and was graded as 'good' up, from 'requires improvement'.

Results across the Trust in 2020 have again been impressive despite the disruption of COVID19. Primary schools have recorded strong attainment outcomes for all children, including those considered more vulnerable. As a group of schools, the composite data shows that in every measure the primaries are above the national averages - a stunning achievement once again. Across the secondary schools progress is at, or above national averages and once again, with sixth form students also achieving some very pleasing results. All post 16 students have secured positive destinations with most progressing to university.

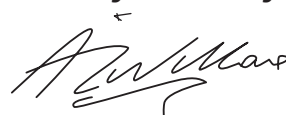
Staff are also benefiting from the collaboration and work taking place across the schools. New roles, promotions and joint CPD have all helped staff feel like they are part of a bigger team and striving for the same goals.

"Leading the Midsomer Norton Schools' Partnership is a privilege. Working with wonderful children and staff has enabled us to achieve not only some spectacular results at all key stages, but also to ensure a significant contribution to the local community."

Our virtual teachmeet and INSET programmes are helping to share best practice still further and have led to excellent professional dialogue between teachers and support staff. Work on the primary curriculum has also been impressive, with new plans and content written for all areas. This joint project demonstrates once again, the power of a multi-academy trust, where all schools are working together to support one another and ensure that children receive the best possible education.

Our vision has always been very clear at the Midsomer Norton Schools' Partnership. We want to ensure that all children attend good or better schools and that through partnership working, this vision is more likely to become a reality. The vast majority of our schools are 'good' or 'outstanding' already, but they continue to be innovative and push for even higher standards. Our children deserve the best and all those working within the Midsomer Norton Schools' Partnership strive to ensure this ambition can be realised.

Schools joined in 2020;
St Mark's Secondary School
St Mary's Primary School



Primary Schools



Clutton Primary School

Headteacher: Elizabeth Ennew

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 believe that children who feel happy, safe and secure learn best. We aim to offer an education that encourages each child to 'be the best they can be.' We strive to make learning fun and our school 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.

Exam Results:

Clutton had a fantastic year in terms of pupil progress with impressive outcomes despite disruption in Year R, Phonics and Year 6. The percentage of children making a Good Level of Development rose to 83% and phonics predictions were higher than in previous years. At KS1 the percentage of children predicted to attain Age Related Expectation exceeded the national average and at KS2, progress was much improved and above that of national averages. Overall, a very strong year for the school seeing all performance measures go beyond national rates.



Dundry C of E Primary School

Executive Headteacher: Michelle Parsons

Head of School: Anne-Marie Maggs

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.



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

Exam Results:

Year 6 children at Dundry School had some strong individual performances. Attainment improved considerably from 2020 to 64% achieving Age Related Expectation in Reading, Writing and Maths. Children in Year R made some good gains with 80% reaching a Good Level of Development.

Primary Schools



Farrington Gurney C of E Primary School

Executive Headteacher: Daniel Turull

Head of school: Andrew Dix

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. There is a strong Christian ethos within the school, in which we encourage pupils and adults to have a caring and considerate attitude towards one another.

We recognise and value the uniqueness of every child and encourage them to develop their independence and confidence.

Exam Results:

2018 was a very impressive year for Farrington Gurney. 100% of children made Age Related Expectation in Reading, Writing and Maths with positive progress scores across all of the key subjects at KS2. This success was replicated in 2019 in reading and writing, with maths a little lower than expected, but still in-line with national outcomes. In 2020, despite the challenges faced, ARE in year 6 for reading, writing and maths combined was 79%. In Year R, the percentage achieving a Good Level of Development remained high at 85%. An excellent year across many key measures.



Hemington Primary School

Headteacher: Naomi DeChastelain

Hemington is a small school in a rural location with 34 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.

Exam Results:

Hemington joined the Trust in August 2018. The school has very small numbers of children and from their starting points, these children are making positive progress. Good Level of Development in 2020 was 50% and at KS2 68% of children met Age Related Expectation in Reading, Writing and Maths. Reading attainment was exceptional with 100% making Age Related Expectation. Some much improved results from the school.



Primary Schools



High Littleton C of E Primary School

Headteacher: Gareth Griffith

High Littleton is a happy, family school in which pupils and adults are encouraged to have a caring and considerate attitude towards one another. There is a strong Christian ethos of acceptance within the school. 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.



Exam Results:

High Littleton children achieved some outstanding scores in the NFER tests they sat at Key Stage 2 in 2020. Well done to the children and staff who worked so hard to make this happen, despite lockdown disruption. Results in Reading and SPAG were particularly impressive, but all measures were either categorised as significantly above expectation or well above national averages. Over 80% of children made Age Related Expectation against a national figure of 66% in 2019. Astounding progress once again and it wasn't just in year 6 that children performed exceptionally well. Phonics outcomes were predicted to be above the national average and Key Stage 1 predictions were also above the national levels in every measure.



Leigh-on-Mendip Primary School

Executive Headteacher: Daniel Turull

Headteacher: Louisa Phillips

At Leigh-On-Mendip Primary School, we recognise and value the uniqueness of every child, helping 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 work and co-operate with others and are better equipped for life in today's rapidly changing society. This is a happy, family school in which we encourage all members of the school to have a caring and considerate attitude towards one another; this strong community spirit is fostered by everyone involved in the school. The school enjoys an excellent reputation for providing a broad and balanced, challenging and creative environment, made possible by our highly committed team of teachers, governors and support staff.

Exam Results:

Leigh on Mendip saw progress of children at the usual high levels in 2020 with all measures either at or above national rates. At KS1 in particular, pupil outcomes were on average 10% above national attainment levels. 88% of children are on-track to meet the expected standard for Good Level of Development.



Primary Schools



Longvernal Primary School

Headteacher: Karen Bazeley

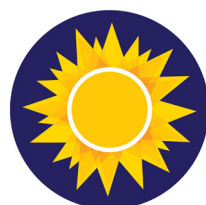
Longvernal Primary is a leading Forest School and are committed to outdoor learning. We greatly believe that Forest School activities are a great benefit to pupils both academically and socially, helping them to grow into confident, well-rounded individuals who aspire to achieving their very best in life. In our role as educators we aim to equip pupils with the skills and confidence to achieve their best in life. We have established ourselves as a hub for promoting learning outside. As a school we are supporting other local schools to become outdoor learners and are facilitating the training for other educational providers to become specialists in this field.



Over the next year we are promoting learning everywhere, with a focus on the outdoors, learning around heritage and culture and in the local community.

Exam Results:

At Longvernal, results achieved by children across all key stages were deeply impressive and demonstrated again that this school is on a clear pathway to being outstanding. Key Stage 2 results were again above the national averages in 2020 with 68% achieving Age Related Expectations in Reading, Writing and Maths (83% in 2019, some 16% above national). The percentage of children making a Good Level of Development in Year R was 71% in March 2020 and was therefore predicted to be above national once again.



Midsomer Norton Primary School

Headteacher: Alun Randell

Now in our third year as a member of the Midsomer Norton Schools' Partnership, we are delighted with the strong collaboration and support within our academy Trust. 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.



Exam Results:

At KS2, results at Midsomer Norton Primary improved again with positive progress across Reading, Writing and Maths maintained for a third year running. 82% of children in year 6 met Age Related Expectation in Reading, Writing and Maths. In Year R the percentage achieving a Good Level of Development was again above national at 81%. In KS 1 outcomes are roughly national, with writing continuing to be a key area for further development.

Primary Schools



Peasedown St John Primary School

Headteacher: Damian Knollys

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. The best way to judge our success in achieving this is by visiting the school and meeting the children.

Exam results:

Peasedown Primary has seen results at KS2 improve significantly to be at, or above the national rates. In year 6 in 2019, 63% of children achieved Age Related Expectation in Reading, Writing and Maths combined. At KS1 outcomes were predicted to be in-line with national rates and in phonics and Good Level of Development, results were comfortably tracking towards above national levels. In 2020 a similar set of outcomes were achieved despite the challenges of lockdown, which demonstrates that Peasedown Primary is well on the way to being assessed as a 'good' school once again.



Shoscombe C of E Primary School

Executive Headteacher: Ruth Noall

Head of School: Tania Rorison

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.

Exam results

Shoscombe Primary has maintained the improvement it saw last year. The Good Level of Development, Phonics and Key Stage 1 results were all predicted to be above national rates. 67% of Year 6 children were predicted to make Age Related Expectation in 2020, demonstrating the sustained impact of improvement work.



Primary Schools



St John's C of E Primary School

Headteacher: Danielle West-Gaul

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.



Exam results:

St John's is a high performing primary school with 80% of children on track to achieve a Good Level of Development in Reception. KS1 outcomes are between 5 and 10% above national rates and Key Stage 2 remains in-line with national levels. Reading in year 6 was particularly impressive with 83% of children predicted to achieving Age Related Expectation in the formal test.



St Julian's C of E Primary School

Executive Headteacher: Ruth Noall

Head of School: Ceri Mapstone

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.

Exam results:

St Julian's Primary School has again performed extremely well. In Reception 86% (13% above national rates) achieved a Good Level of Development with 90% passing the phonics test. Keys Stage 1 and 2 results are largely above national rates and in some cases by a considerable margin. In 2020 72% of children achieved Age Related Expectation in Reading, Writing and Maths compared to 66% nationally (in 2019).



Primary Schools



St Mary's Primary School, Timsbury

Executive Headteacher: Michelle Parsons

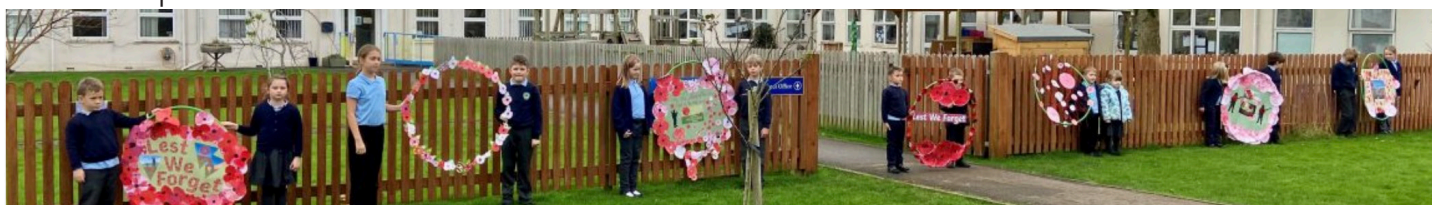
Head of School: Mark Cox

Like St Mary 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.

Exam Results:

Exam results in all key measures were predicted to be at least at national levels in 2020. This includes Phonics, where traditionally results have been a little below the national rate. Pupils and staff have worked extremely hard, despite the challenges of lockdown so that progress achieved by children remained strong.



Trinity Church School

Executive Headteacher: Michelle Parsons

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. We believe in placing the school at the heart of our community which we 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.

Exam Results:

Trinity Church School and MAT Trustees were delighted by the progress children made in 2020. In Year 6 results moved up to be well-above national rates at 80% Age Related Expectation in Reading, Writing and Maths. This is a stunning improvement. In Year R the percentage of children making a Good Level of Development was again in line with national, despite well-below national starting points. Phonics outcomes were also pleasing in terms of progress, despite being slightly below national levels.



Primary Schools



Welton Primary School

Headteacher: John Snell

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. Welton has received a 'good' OFSTED judgement in the last year and as a result of strong leadership and teaching and learning, as well as support from the MAT, outcomes for children really improved in 2017 a trend continued into 2018, 2019 and 2020.

Exam Results:

At Welton Primary children in Class R made positive progress with 70% of them achieving a Good Level of Development. At the other end of the age-range, there were some very pleasing improvements in progress scores with those for Reading, Writing and Maths all being in-line with national rates. Overall, the percentage achieving Age Related Expectation in 2020 was similar to that in 2019 at 52%.



Westfield Primary School

Headteacher: Simon Mills

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.

Exam results:

Once again, Westfield achieved some impressive results at KS2 with 73% of children achieving Age Related Expectation in Reading, Writing and Maths. At Key Stage 1, outcomes were at least in-line with national and phonics and Good Level of Development were also very positive, despite interruptions to the academic year.



Specialist Schools



Critchill School

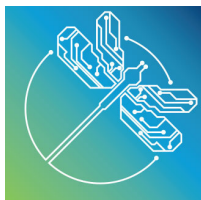
Headteacher: Sophie Addison

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 whole-heartedly 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. Building work completed has resulted in some excellent additional facilities for children to learn in.

Progress of Children:

At Critchill School each pupil is set personal learning goals (PLIMS), based on their needs and progress required. Last year, 70% of these goals were achieved by children. This stunning outcome considering the disruption experienced, has led to children making strong progress over each key stage.



Mendip Studio School

Headteacher: Bruce Hain

First and foremost, our ethos, vision and values include: Whole Child, Quality First Teaching and Values Driven Organisation. Couple these with the vision for an authentic context for all learning, development of skills in employability, experimentation through the curriculum and you have an environment designed to meet the needs of all young people with an interest in Science, Technology, Engineering and Maths from 14 - 19 Years old.

Exam Results:

The results achieved this year were a significant improvement on those in 2019, something that was expected despite the lockdown disruption.. The P8 score was +0.3 with PP at +0.2. Post 16 outcomes were some of the highest in the Trust. Again this was expected as this year group had scored well in 2018 during their GCSEs. Year 13 outcomes were VA +1.17 with attainment at A*-A well above national rates at 33% and A*-B at 60%. The numbers on roll at the school have also steadied and currently stand at 120. Going forward, it is hoped that the specialist courses on offer will bring further increases in pupil numbers.



Secondary Schools



Beechen Cliff School

Headteacher: Andrew Davies

At Beechen Cliff we value all that it means to be a boy. With years of experience, teachers at Beechen Cliff encourage boys to grow and mature at their own pace, using teaching strategies that address learning styles specific to boys. They understand the different and complex worlds of the Year 7 boy and the young man preparing for university. The school works well with its partner single-sex school, Hayesfield Girls, running joint trips, and delivering shared sixth form courses.



Exam Results:

In 2019, results overall improved to be above national rates for attainment and progress. In 2020 the results improved still further with progress at +0.54 P8 and attainment very high at 87% 9-4 and 64% 9-5. These strong outcomes demonstrate that the children at Beechen Cliff work hard and achieve well, particularly as the national Progress 8 for boys is well below 0. In Science, outcomes were even more impressive with a value-added score of +0.6 (+0.45 in 2019) and with nearly 90% of boys scoring two grade 4s or above. SEN children also do well at Beechen Cliff, with progress for this group being higher than the same group nationally and very close to the P8 of 'others'. Post 16 outcomes were above national for attainment once again, demonstrating the strength of the post 16 offer and teaching pupils receive.



Norton Hill School

Headteacher: Gordon Green

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.

Exam Results:

Norton Hill School has had strong results again in 2020 following excellent years in 2017, 2018 and 2019, which saw the school placed in the top 20% nationally. Year 11 achieved 86% 9-4 in both English and Maths, placing the school in the top 25% of schools in the country on this measure.

Progress was very strong with a P8 score of +0.73 placing the school in the 'well-above average' category compared to other schools nationally. Pupil premium children made similar progress to that of their peers, as did those children with special educational needs. Pupil premium children had a progress 8 score of +0.62 (+0.07 in 2019 and +0.25 in 2018) and SEN children scored +0.7, again placing the school 'well-above average' for this pupil group in terms of progress. Fantastic news all round and further enhanced by strong A levels results in year 13 where the average grade achieved was a B- with 67% of grades at A*-B compared to the national figure of 54% (2019). Year 13 results across both academic and non-academic subjects would be described as 'good' in Ofsted terms.

Secondary Schools



Somervale School

Headteacher: Joanna Postlethwaite

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.

Exam Results:

Somervale School further confirmed its excellent standing with children achieving strong outcomes based on their starting points. Progress is well above the national average at +0.73 up from +0.56 in 2019 and placing it at the top of the Local Authority for this measure.

63% of youngsters achieved a 9-4 in both English and Maths with 47% at 9-5. This positive set of outcomes followed good years in 2017, 2018, 2019. Pupil premium children in 2020 had a progress 8 score above that of 'others' nationally at +0.9. SEN children also saw some better results with a P8 at +0.2 – a similar result to 2019. A level students achieved strong results with the average grade at C+. At key Stage 3, children performed exceptionally well despite the break in normal school life, suggesting the school continues to have a very bright future. We expect the current year 11 to again achieve well above national averages in attainment and progress.



St Dunstan's School

Headteacher: Keith Howard

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. GCSE classes are often quite small and this supports the students in achieving very strong value-added outcomes. The trend of strong outcomes has continued from 2017 to 2019 and led to the school being judged 'good' by Ofsted in all categories. This is exceptionally good news for the school and demonstrates the power of true collaborative working in the MAT.

Exam Results:

St Dunstan's year 11 students were celebrating another strong year in terms of attainment.

In 2020 68% of children achieved a grade 4-9 in both English and maths with 45% at grade 5 or above in both subjects. Overall, the school remains in-line with national averages for attainment and progress with a below average intake. The progress score for 2020 is +0.6 with maths in particular showing excellent improvement with a P8 score of +0.57. Pupil premium pupils have gained very strong results in 2019 at P8 +0.15 and again in 2020 at +0.44. SEN P8 progress is also rising to be well above 0 for P8. Results in a number of subjects were significantly above the national averages and in some cases were in the top 20% nationally. Attendance has continued to improve with a full percentage point rise over the course of the last 12 months, placing the school close to the national average at 94%.

Secondary Schools



St Mark's School, Bath

Headteacher: Barnaby Ash

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.

Exam Results:

In 2019, results remained lower than expected with a P8 of -0.5 approximately, although this was an improvement on the previous year. In 2020, the year 11 cohort were predicted to improve on this P8 figure by some margin. Using a rigorous moderation process, the Centre Assessed Grades resulted in higher outcomes for the year 11 cohort with a P8 of +0.25. PP pupil outcomes improved, but remain at -0.2, so below 'others' nationally. SEN outcomes are also very low at -0.9, the result of a number of children being too unwell to complete the full curriculum.



Writhlington School

Headteacher: Mark Everett

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.



Exam results:

Writhlington's exam results have improved this year particularly with regards to attainment, which for English and Maths is now at the national levels (9-4 at 66% and 9-5 at 43%). Progress 8 scores are improving and the school is currently at +0.3, up by half a grade on 2019 scores. However, some subjects are very high performing, including Geography, History and Philosophy and Belief. The school's recent OFSTED report noted the solid improvement in the Sixth Form. Outcomes here are in-line with the national averages overall and continue to improve. Priorities going forward include further improvement in maths and English, the progress of pupil premium youngsters and outcomes for boys.

Sixth Form



Midsomer Norton Sixth Form

Director: Karen Ward

As one of the largest and most successful sixth forms in the South West, Midsomer Norton Sixth Form students have achieved another set of sensational results, achieving well-above the national average. Students on results day revelled in the aftermath of months of hard work which has allowed them to embark on high quality apprenticeships, new careers and places at top universities across the country. 40% of our students achieved A* - A and 68% achieved A* - B. To top these record breaking achievements, 94% achieved A* - C and 100% of our students passed. All these measures are significantly above national averages.

Students continued to be ambitious in 2020 with their future plans, with over a third of all students securing places at a Russell Group University. This achievement has been assisted by the Sixth Form's specialist Russell Group University Preparation Programme. Among the wealth of this year's outstanding results, there are a few particularly notable accomplishments: These are only a few examples of the incredible results achieved this year by our hard working students. Students have also gone on to prestigious apprenticeship providers such as Wessex Water.

Senior Assistant Headteacher - Post 16, Karen Ward, said "We are very proud of the achievements of our students and wish them all the best for the bright futures they have ahead of them as they begin the next chapter in their lives. With the growing job market, exciting apprenticeships and leading universities, we are confident that our students' diligence and dedication will ensure their success in whichever path they choose to take. The students' ambitious destinations reflect the success of the Russell Group Programme and the Direct into Work scheme and the focussed individual support each student receives."

Exam Results Summary 2020

40% A* - A

68% A* - B

94% A* - C

100% Pass Rate



Kiera Bennett	University of York	Mathematics/Computer Science (Equal) with a year in industry
Max Flagg	University of Oxford	Biology
Jada-Rose Dixon	Cardiff University	Psychology with Professional Placement
Sophie Tidcombe	University of Exeter	Mathematics and Physics
Jessica Davis	University of Southampton	Modern History and Politics
Jasper Hargrave	University of Leeds	Geophysics (International)
Isabel Cleal	University of Birmingham	History and Political Science
Emily Winterbottom	University of Exeter	Criminology
Harry Green	University of Kent	Military History
Katy Llewellyn	University of Southampton	Medicine
Eleanor Rasmussen	Cardiff University	Accounting and Finance with a Professional Placement Year
Lucy Cohen	University of Exeter	Biological Sciences with Professional Placement
Theo Lewis	University of Birmingham	Economics
Regan Leaver	University of Bath	Pharmacology with Placement

Governance and Accountability

The structure of governance for the Midsomer Norton Schools' Partnership can be seen in the organisation chart.

There are 10 trustees who oversee the strategic operations of the Midsomer Norton Schools' Partnership. They are also responsible for holding to account the Chief Executive Officer, Local Governing Bodies and other key senior staff across all schools.

Beneath the Trust, there is a Local Governing Body for each of the secondary and primary schools which is responsible for holding the schools accountable for matters relating to all aspects of education, finance and resources. The CEO and The Accounting Officer for the Midsomer Norton Schools' Partnership is Alun Williams and the Chair of the Trust is Stuart Warrener.

All of the Trust Board and Local Governing Body groups are composed of parents or other local people with skills and experience in particular areas. In 2019-20 there were over 100 meetings at either Trust or Local Governing Body level at which all aspects relating to the functioning of our schools were scrutinised and challenged.

Training for Governors has been a key improvement priority in 2019-20 and we have seen a significant engagement from LGB members in the programme launched at the beginning of the year.

The Trust improvement plan is available at www.midsomernortonschoolspartnership.com We are very proud of the governance structure and believe it is a strong feature of all schools and the Trust as a whole. The structure ensures that accountability for safeguarding and the outcomes of children are our key priorities.

Trust Board

Bob Arnold
Sarah Baldwin
Chris Brace
Dennis Lewis
Simon Mills
Andrew Sinden
Jim Smith
Stuart Warrener
Alun Williams
Sharon Wiseman

Members

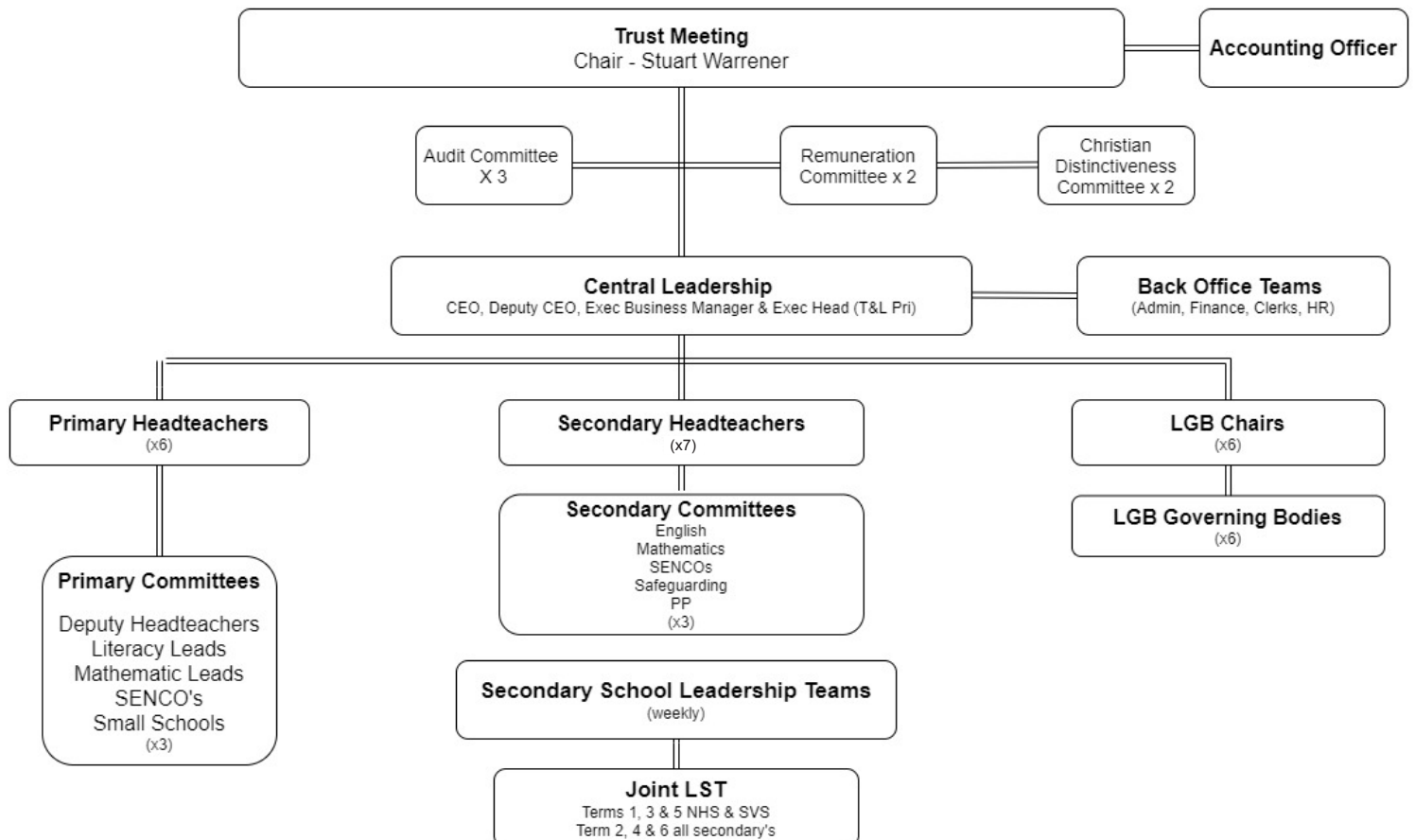
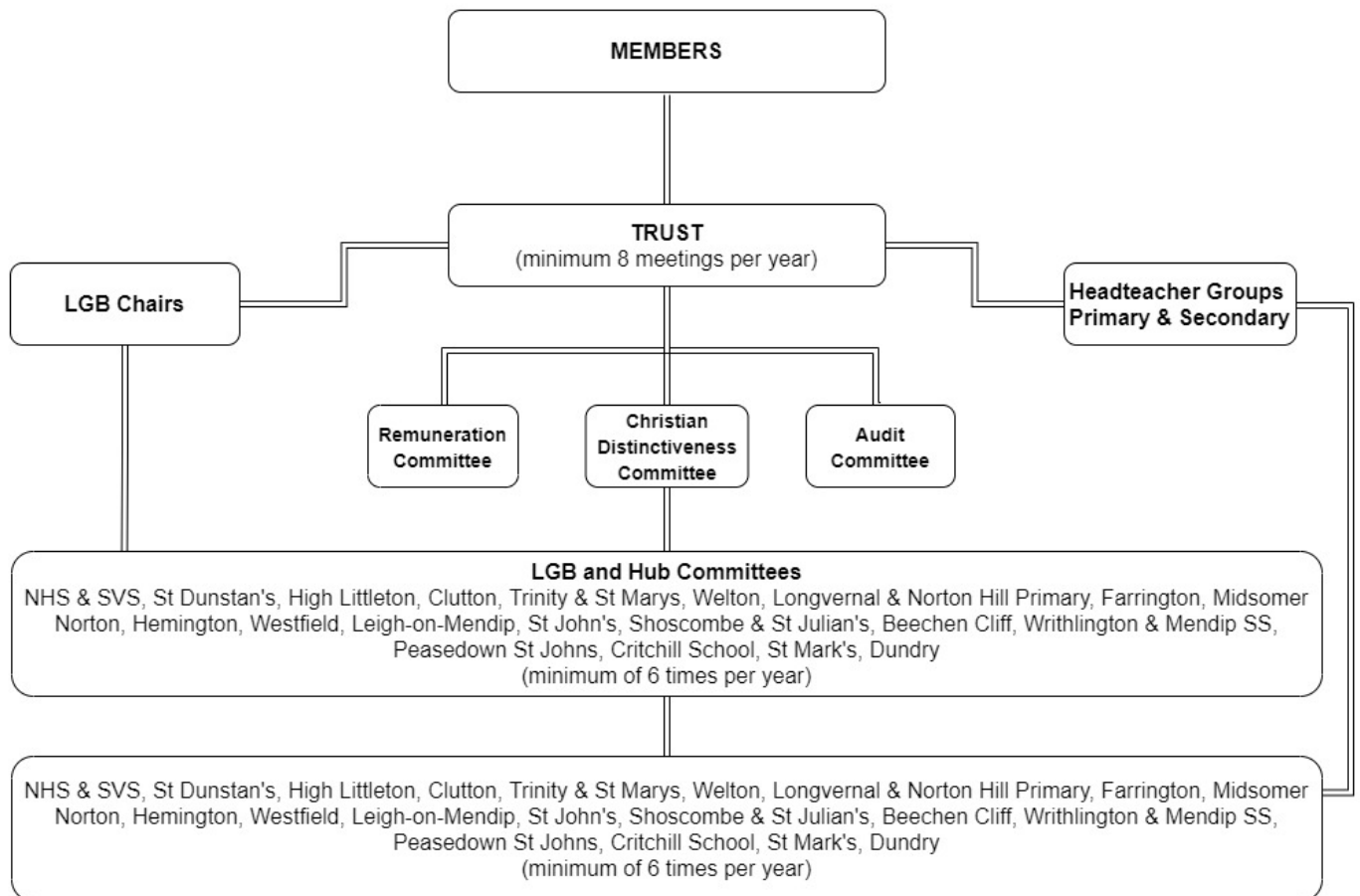
Edward Gregory - Bath and Wells Diocese
DBE Corporate
Jennifer Randles
Stuart Warrener
Tony Wells
Kate Wilson

The Trust is responsible for strategic vision, accountability, quality assurance, health and safety, compliance, major HR issues, policy etc.

Each LGB has clear Terms of Reference and strategic responsibility for the quality of education, finance, premises etc.

Company Secretary: Will Kingwell
Director of Finance: Alison Wyatt
Director of Services: Chris Hobbs
Trust Clerk: Sharon Crane

Organisational Structures



Overview of Financial Operations

REVENUE INCOME

The Trust's accounting period is from 1 September to 31 August each year.

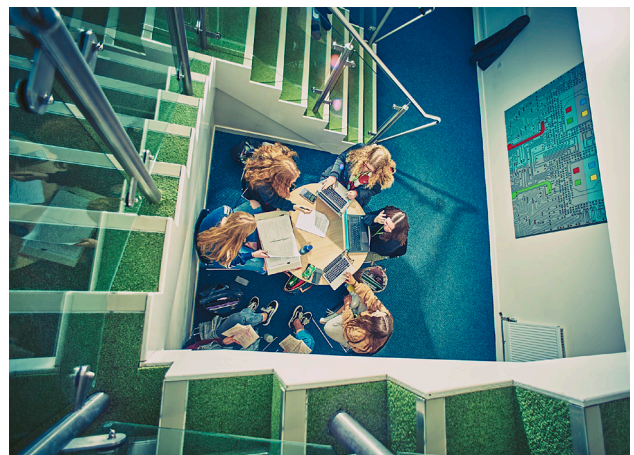
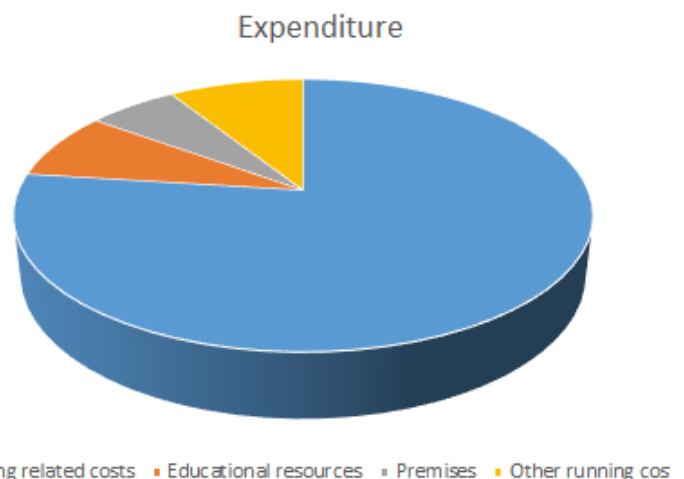
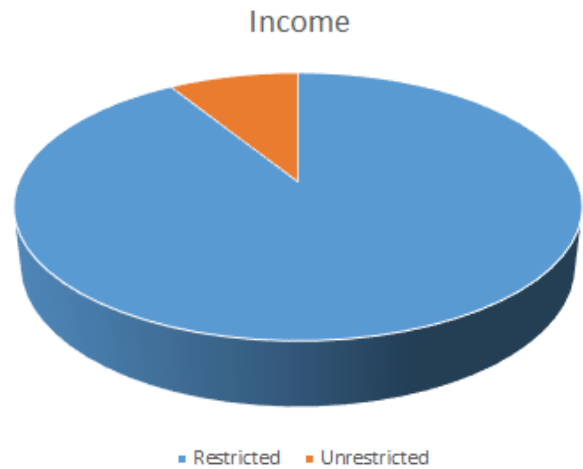
Most (91%) of the Partnership's income is obtained from the Education & Skills Funding Agency ("ESFA") in the form of recurrent grants, the use of which is restricted to particular purposes. In the Academic year 2018/19, the Trust used these funds to educate students aged 2 to 19. During the financial year 2018/19 the Trust received £31m grant income.

Unrestricted income comprises Catering Income, Sports Centre and Other Lettings, and Departmental sales. During the financial year 2018/19 this equated to £3m.

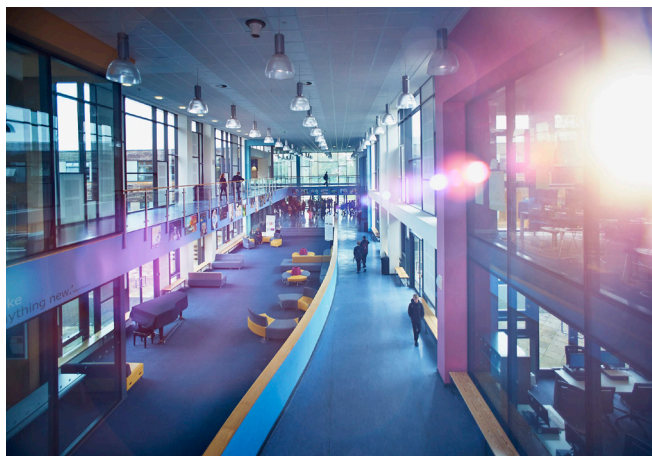
The Trust also receives an ESFA Condition Fund allocation, currently £700k per annum, which is being used to upgrade buildings across the Trust.

REVENUE EXPENDITURE

77% of the Trust's expenditure was on staffing related costs, 8% on educational resources, 6% on premises and 9% on other running costs.



Overview of Financial Operations



FUTURE PLANS

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

PUPIL PREMIUM FUNDING

The Trust receives pupil premium funding for each school to help ensure that disadvantaged pupils make expected progress. The Trust uses this funding 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 and 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.



Trust Impact

- Improved outcomes across all schools (Trust average achievement above national for EYFS, Phonics, KS1, KS2, KS3, KS4. KS5) December 2020, phonics catch up outcomes for Y2 are above the national average before the pandemic.
- Reading, writing and maths outcomes improved at a number of key schools
- Norton Hill top 15% nationally 3 years running, Somervale top 10% nationally in last 3 years, St Dunstan's at or above national average for attainment and progress, Beechen Cliff above national for all measures
- High Littleton, Trinity, Longvernal, Westfield, St Julian's, Clutton all with very high KS 2 outcomes.
- Significant improvement at Peasedown, Shoscombe, Hemington, St John's
- A 'good' OFSTED result at Welton, Boarding at Beechen Cliff and a 'good' SIAMS at Shoscombe and Dundry.
- Strong progress from Pupil Premium children – value-added across the primary schools and secondary schools
- Significant value-added at Norton Hill for 3 years running and improved significantly at St Dunstan's too, well above national progress score at +0.3
- Somervale highest in BANES for progress in 2019 +0.56
- Budgets balanced across all schools.
- Sharing of teacher expertise – helping to spread best practice and solve staffing issues.
- Curriculum sharing – including art, computing, languages, literacy, maths, music, PE, Science and technology specialist teaching across primaries.
- Cluster groups established for Deputy Headteachers, Headteachers, Safeguarding Leads, and focused groups on school improvement across schools in maths, literacy.
- Training across all schools – in EYFS, maths, literacy, phonics/reading, safeguarding, safety, science, geography, history, art, data tracking, NPQML and NPQSL.
- Regular joint moderation to raise standards and share best practice.
- New Norton Hill Primary Free School - £13 million build for the community.
- New nursery for Longvernal School and Midsomer Norton Primary.
- Decorating and refurbishment at a number of schools: Longvernal, Clutton, etc



Trust Impact

- £650,000 spent at St Dunstan's to improve all areas of the school.
- £600,000 spent at Somervale for new Astroturf and 200K at Norton Hill for the all-weather pitch
- £2.3 million spent on a new block at Norton Hill School.
- New outdoor areas for EYFS at Trinity, Dundry, Clutton Westfield and Welton.
- New security fencing in all schools.
- Bespoke governor training.
- New minibus for primaries.
- Shared back-office functions – personnel/HR, finance, CP training, Site, Catering etc.
- Mobile site team solving small and larger problems in schools with minimal caretaking support.
- Trust policies in place for all schools to use.
- Strong governance model.
- Trust accredited leadership course for staff run through the National College and our own Teaching School
- Shared expenditure and bidding for refurbishment.
- Shared support with difficult issues – behaviour support, help with improving outcomes of challenging children, personnel issues, etc.
- Opportunity for staff – including promotion, self development - new experiences in different school settings.
- Standardisation of procedures - school improvement planning, school self-evaluation procedures, headteacher reports to governors, data tracking, expectations around progress of children, etc
- Positive outcome at Farrington Gurney Ofsted in Jan 2020, with very positive feedback on the impact of the Trust.
- Positive feedback at Clutton Autumn OFSTED visit, particularly on catch up curriculum plans, described as 'remarkable'.



Partnership Strategic Vision

We demonstrate academic ambition and drive by emphasising learning and rigour through:

The curriculum we offer:

- Which is broad, balanced and varied so that academic and vocational courses are available as appropriate to stretch all students.
- Which prepares students for lifelong learning and values subject knowledge.
- Which is built around providing the courses that students need to prepare them for the careers they aspire to.

The qualifications and skills:

- Which will meet the needs of every child, whether through demanding qualifications such as the Cambridge Pre-U, through A levels and GCSEs, or BTECs and alternative qualifications which employers expect and value.
- Which will provide clear progression routes for all abilities based on sound advice and guidance given to all.

Our emphasis on inspired learning and inspirational teaching:

- Places continued improvement in teaching and learning at the heart of what we do to ensure the best possible outcomes for all students.
- Aims for all students to work together to develop a passion for learning.
- Values teacher expertise and support in nurturing this enthusiasm in our students as they learn both from teachers and from each other.
- Is rigorously monitored and developed through CPD for teachers and interventions to support our students' learning.
- Draws on a wide range of both tried and tested and innovative approaches and resources geared to the needs of each individual.

Our emphasis on developing the personal and social qualities required for successful adulthood will be delivered through:

Our ethos:

- Which is based on traditional values of courtesy and good manners.
- Which is supported by simple rules, consistent rewards and sanctions, and high expectations of behaviour.
- Which emphasises contribution to the community and engaging with the wider world.
- Which is enabling and optimistic.
- Which is people-centred and ambitious.

Our curriculum:

- Which will develop skills of presentation and communication (oral, written and visual).
- Which will develop group-work and teamwork – therefore including leadership development.
- Which will promote links to the community – locally, nationally and internationally and will broaden the outlook on the world.
- Which is people-focused and stretching.

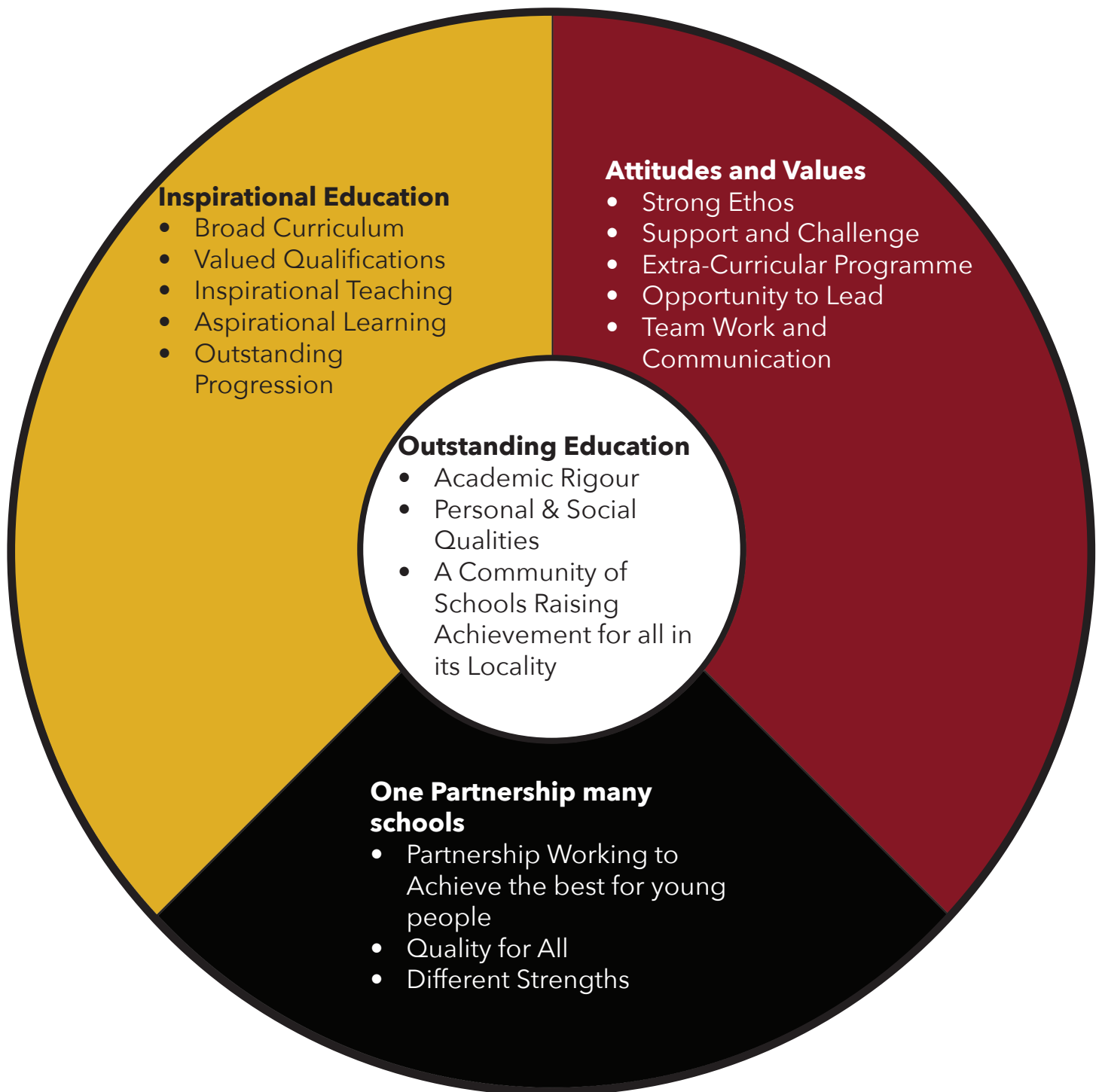
The extra-curricular programme:

- Which is broad and varied to meet the needs of all.
- Which will provide residential experience for all.
- Which will provide community involvement for all.
- Which will offer foreign travel.
- Which will provide physical challenge through outdoor pursuits for all.
- Which will offer opportunities for creativity.
- Which will further develop teamwork, communication and leadership

One Federation, Many Schools

- All the schools share a similar philosophy and similar high standards. It is never intended that schools in the Federation become the same: each has its own unique flavour and character, thus providing parents with a choice; however, the Partnership schools will share the dual aims of raising academic outcomes, and developing the personal and social qualities so important in adult life.
- To achieve this, it is vital that all schools work together to share resources and expertise. Staff and students will be based at one school, but have opportunities to move between the sites to achieve the broadest and best possible education.
- The MSN Sixth Form will have a common option framework with Norton Hill and Somervale students able to maximise choice by studying at either school site.
- Primary schools in the Federation will work closely together and with the secondary schools to improve transition, opportunity and outcomes.
- Each school in the Federation will be specialist in certain subjects or other aspects of education. Norton Hill specialises in Maths, Computing and Modern Foreign Languages, while Somervale has expertise in Creative Arts, English and Media. In the Primary phase, High Littleton has great expertise with Phonics and Mathematics. Clutton is expert in supporting SEN and Gifted & Talented children.
- Many other primary schools in the Federation have specialist areas of responsibility including Assessment, Writing, Mathematics, Reading, etc.
- Sponsored schools can benefit from the expertise and resources of all schools in the Federation.

Partnership Strategic Vision



Summary of Trust Improvement Plan 2019/20

Outcomes for Learners

- Ensure GLD outcomes are at 75% as an average across the Trust and not below national in any school
- Ensure phonics remains at 85% as an average across the Trust and not below national in any school
- Improve outcomes of children in mathematics so that progress in all primary schools is value added positive
- Ensure all schools meet or exceed ARE in RWM in individual subjects and combined
- Improve writing scores at KS 1 to be in line or above national in all schools and for all groups
- Improve progress scores between KS 1 and 2 to bring Trust outcomes to 25th percentile and all schools at least at value-neutral
- Ensure PP children make progress in-line with non-PP children in primary schools
- Ensure SEN children make national levels of progress from their starting points and 'catch-up' over time in primary schools
- Ensure P 8 scores in secondary schools are at 0.25 or above and ensure PP and SEN children P8 scores match those of 'others' Ensure Maths and English outcomes across secondary schools are P8 positive and EBAC subjects

Teaching, Learning and Assessment

- Reduce variability in the teaching and learning expectations of EYFS teacher
- Raise the proportion of children reaching GD in writing to 30% across the Trust
- Improve the knowledge of teachers in how best to teach mathematical concepts in the primary phase
- Ensure all teaching is at least good and 30% outstanding across the Trust Schools
- Ensure that tracking systems inform teaching and improve outcomes
- Improve the teaching of foundation subjects at primary and secondary schools
- Ensure skills learnt by primary school children are transferred to topic/other subject work
- Improve the quality of feedback and response to feedback by children
- Improve general numeracy across subjects to ensure a consistent approach to number
- Improve general numeracy across subjects to ensure a consistent approach to number
- Ensure greater consistency in assessment at secondary schools

Personal Development, Welfare and Behaviour

- Improve attendance at all schools to be 95.5% at secondary's and 96.2% or above at primaries Improve attendance of PP and SEN children to be in-line with peers and national others
- Reduce persistent absence for all groups to below national levels
- Improve behaviour to eradicate rudeness, defiance and low-level disruption
- Reduce FTE for PP and SEN children to below national
- Improve mental health well-being of children so resilience is improved

Leadership and Management

- Improve governance to be outstanding at Trust, and local levels
- Ensure middle leaders provide outstanding leadership
- Ensure clear succession planning is in place for leaders and other key posts to reduce risks to the organisation Improve risk register so that it becomes a dynamic part of MAT-wide planning and improve business continuity planning
- Ensure the curriculum at primary schools is fit for purpose, broad and balanced.
- Improve careers education guidance across Trust schools
- Improve standards of presentation and quality of books across all MAT schools to reach minimum expectations
- Improve accuracy and timings of financial reporting at school level Improve appraisal process across Trust schools
- Improve curriculum planning and standardise approach to learning sequences
- Improve teaching of revision and recall via curriculum

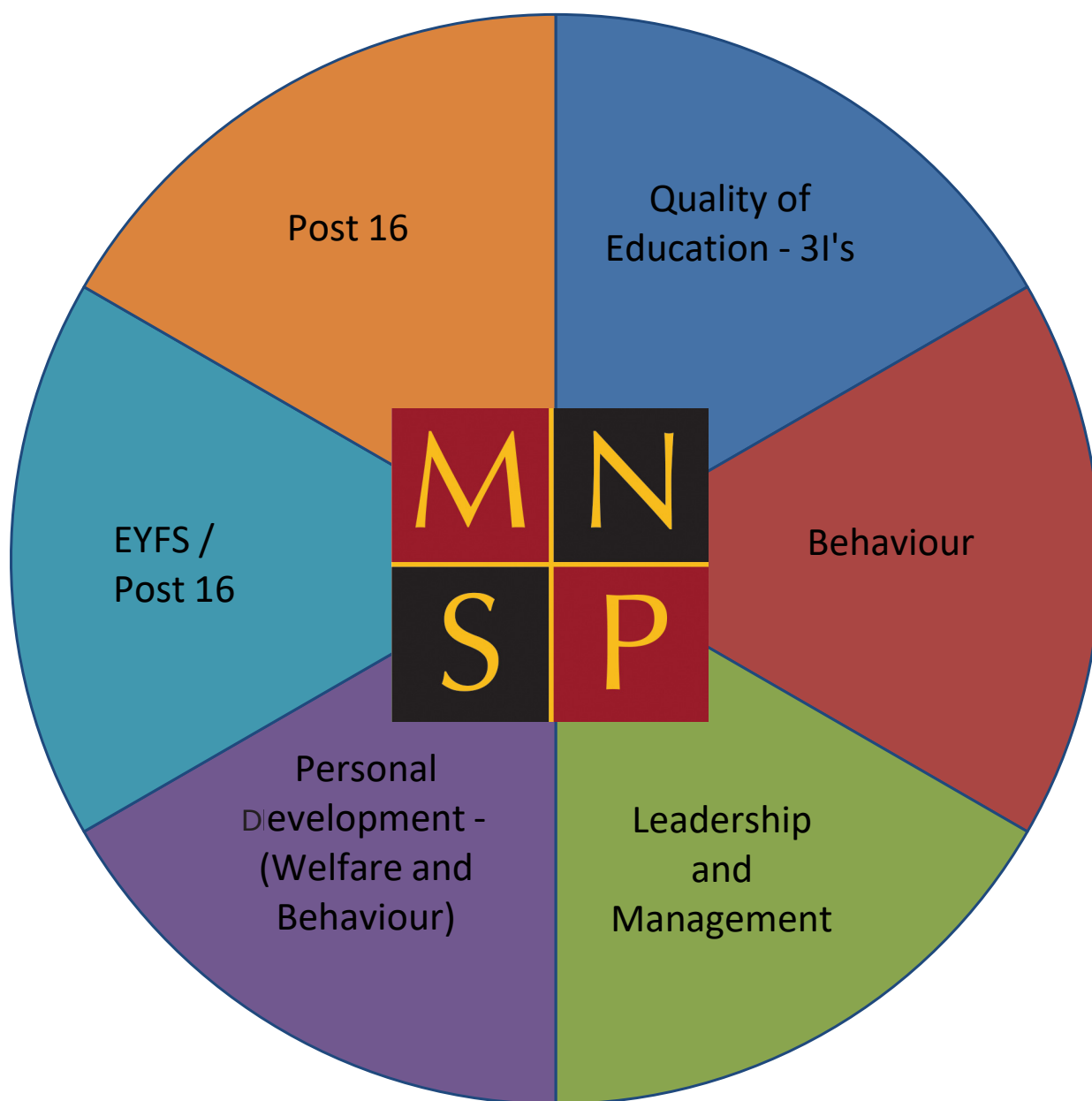
Post 16

- Raise attainment at A level in academic subjects to 60%
- A*-B Raise progress score at post 16 to +0.2 in academic and non-academic subject groups
- Increase numbers to 420

Partnership

- Expand, diversify and ensure outstanding quality in ITE to include Schools Direct
- Professional development for teachers and leaders - achieve outstanding CPD / leadership development / succession planning
- School to school support: High quality school-to-school support to spread excellent practice in 2 identified schools
- Improve the leadership of RE/collective worship, etc. in church schools so that christian vision for education is enhanced

Summary of Trust Improvement Plan 2019/20



New Development



Norton Hill Primary School

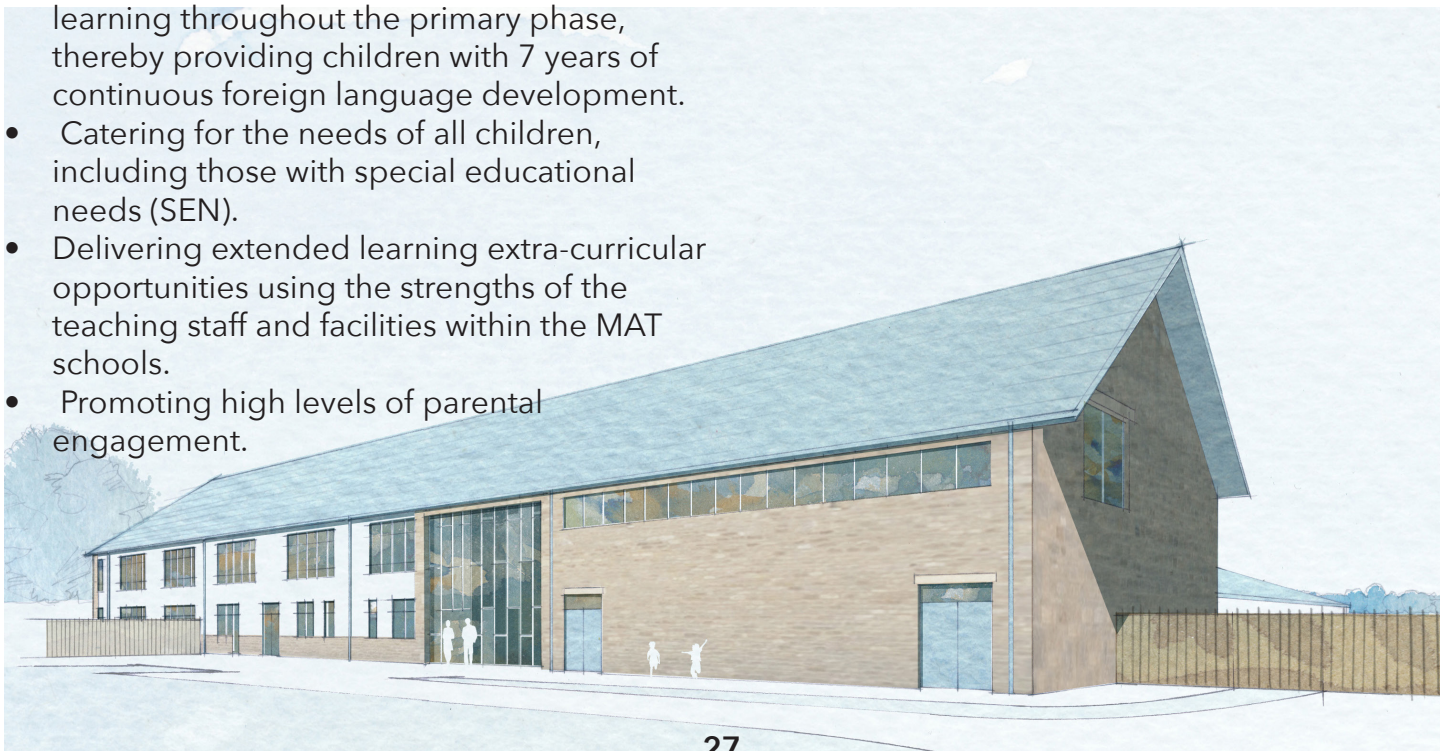
Executive Headteacher: Kerrie Courtier

The new Norton Hill Primary School is a mainstream 2 - growing to 3 - form entry primary school offering outstanding education across all aspects of the curriculum and emphasising STEM (Science, Technology, Engineering and Mathematics) and outdoor education. The school caters for all abilities, backgrounds and needs and focuses on providing educational opportunities within an environment that promotes aspiration and achievement. In addition, we see the following as being key to our ambitious curriculum plan:

- Providing outstanding teaching across literacy, numeracy, STEM (Science, Technology, Engineering and Maths) core subjects i.e. English and Mathematics and the Arts.
- Drawing on the expertise of our Multi Academy Trust (MAT), existing schools and wider partners in the delivery of our core specialisms of Science, Technology, Engineering and Maths.
- Providing children with on-going outdoor education to promote leadership, teamwork and resilience.
- Prioritising modern foreign language learning throughout the primary phase, thereby providing children with 7 years of continuous foreign language development.
- Catering for the needs of all children, including those with special educational needs (SEN).
- Delivering extended learning extra-curricular opportunities using the strengths of the teaching staff and facilities within the MAT schools.
- Promoting high levels of parental engagement.

While STEM and Outdoor Education are key drivers to our curriculum offer, literacy and numeracy is at the centre of all that we do. We follow the National Curriculum for the core subjects and ensure children are rigorously assessed. Non-core subjects follow an adapted form of the national curriculum to make time for STEM and outdoor learning. The Norton Hill Primary School is for pupils aged 4-11, and will promote the benefits of all-through education. Pupils will have the choice of two local partner secondary schools (Norton Hill and Somervale).

A key feature of this new school will be that secondary school teachers will teach Languages, Technology and outdoor education in the primary school, while primary teachers will lead transition to Y7 and Y8 in the secondary schools. Further to this, primary pupils will be able to use the specialist facilities of the secondaries and as they move into years 5 and 6, get a feel for what secondary school will be like for them.



New Development



Benefits of the Partnership

Primary School Pupils Enjoy the Benefits of the Partnership

Once again it has been a great year for collaboration across the MAT. Primary Schools within the Midsomer Norton Schools Partnership and those who are intending to join in 2018/19, have enjoyed a range of activities resourced through the secondary schools. These include inter school competitions using the Astroturf at Somervale, ICT for primaries, including coding at Norton Hill. Whole class Food Technology has been a highlight, week-on-week and pupils from Y2 to Y6 have been developing skills and enthusiasm for cooking at Norton Hill. The use of MAT minibuses has further widened this opportunity this year, enabling schools located further afield to easily access the secondary school facilities or run visits. We have continued to enhance the provision of MFL in the primary schools, once again exploiting the outstanding skills of a native French speaking teacher from Norton Hill. She has delivered high quality, interactive lessons in primary settings. Science workshops at Somervale have been successful in enhancing Science experiences and skills for primary pupils. Use of labs has clearly motivated and enhanced their learning experiences.

Primary and secondary colleagues have worked together to improve and standardise the wider curriculum and help prepare primary pupils for the next stage. Secondary geography and history leaders have provided training for primary teachers and supported the development of a suite of excellent teaching and learning resources for all primary schools. Secondary history and geography colleagues have visited and worked with primary teachers to plan lesson sequences. More of this exciting work is planned to develop the cross trust music, design technology and art curriculum this year.

A secondary colleague has provided high quality P.E to many primary schools; weekly lessons in gymnastics and netball are two examples. This has been sustained over two years resulting in children having a passion for inter-school competitions. Furthermore, this has led to many now being inspired to join local clubs. Collaboration between the primaries has been strong and as a result, all concerned have a strong commitment to providing high quality learning experiences for all pupils.

One of the advantages of primary schools joining the Partnership is that teachers can share their expertise across the schools for the good of all the pupils. Cross school moderation, training sessions and reviews of schools, are just some of the activities undertaken.

A highlight this year was the Primary School Public Speaking Competition for Y5 and Y6 pupils. High quality debates took place at Norton Hill School. All children were congratulated for their high quality performances.

The Trust have continued to fund release time for SENCOs across some of the smaller primary schools, so that they can support children with special educational needs more effectively. It is this kind of unique provision provided through the Partnership that is making a real difference to educational attainment. The outcomes of such funding have greatly benefited the SEND provision; resulting in an increased success with EHCP fund application and progress for children.

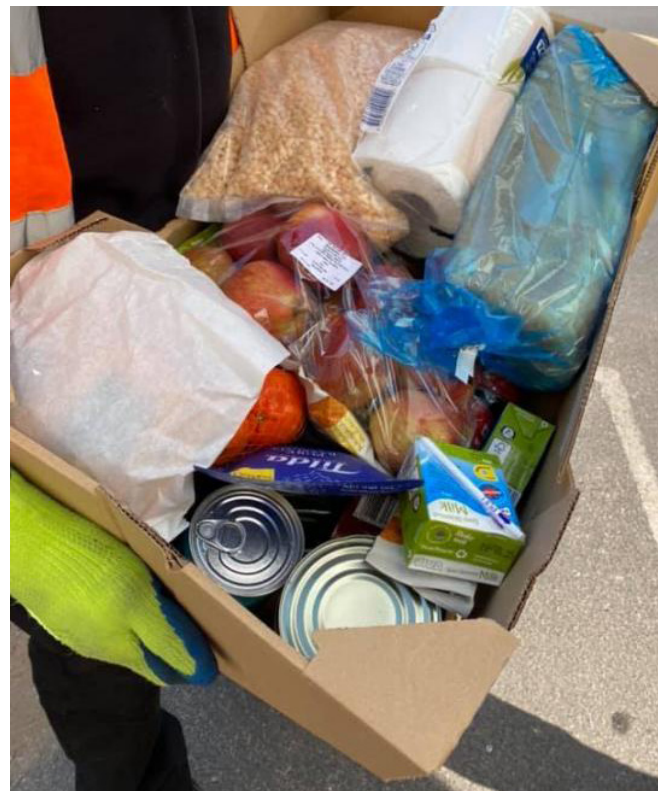
Karen Beasley Headteacher of Longvernal Primary School, stated, "Children from Longvernal Primary have exploited opportunities within Secondary Schools. Use of the Food Technology labs, ICT facilities, P.E halls and AstroTurf have offered meaningful, high quality learning experiences. Our pupils are proud to be part of the Midsomer Norton Schools' Partnership. Such opportunities also increase confidence for transition from primary to secondary school; parents report that their children are excited about transition. This has been a seamless exercise, facilitated by the wider opportunities provided through the Trust. At Longvernal we are very grateful for the SEND support provided by the Trust in the past and as a result of this we consider our SEND provision to be outstanding."

Dan Turull, Executive Headteacher of Farrington Gurney and Leigh-on-Mendip Primary Schools said: "Since joining the Midsomer Norton Schools' Partnership, the opportunities for the children at Farrington Gurney have been extensive. From cookery lessons at Norton Hill, to specialist PE and MFL teaching by Trust staff, there has been so much on offer to the pupils. The staff have benefited from many networking and moderation sessions and the school has also gained from using the MNSP minibuses. We look forward to the continuing successful partnership between the schools in the Trust, which I am sure will keep on improving outcomes for the children in our local area."

The Partnership Covid 19 response

During the Covid 19 lockdown, the Trust provided catering services and additional cleaners to many primary schools. The Trust has also centrally purchased Covid 19 cleaning materials, hand sanitiser (20,000 liter) and PPE.

The Trust has also enabled, through the central IT services, to issues over 1700 mobile devices to pupils who were struggling to access remote learning at home. The IT service has also ensured all schools were Google Classroom ready and provided training for staff, pupils and parents/carers. This resulted in 93% of pupils engaging well throughout lockdown





Midsomer Norton
Schools Partnership

Registered Address: Norton Hill School, Charlton Road, Midsomer Norton, BA3 4AD
Tel: 01761 412557 Email Clerk: scrane@msnpartnership.com

www.midsomernortonschoolspartnership.com

Company No: 7365778