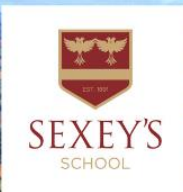
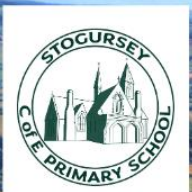




Building Character, Shaping Futures



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Background

Founded in 2016 by the Headteacher and Governors of Haygrove School, the Quantock Education Trust (QET) comprises a cross phase and mixed group of schools, including church and non-church schools, that covers Early Years through to Sixth Form and State Boarding provision. We are united around a common vision and a shared ambition to improve the life opportunities of all children and young people in our Trust community. We are bound by a strong sense of collective and civic responsibility and desire to achieve excellence. We also have a strong focus on the development of character education to equip our young people for successful learning and to help them live fulfilled lives.

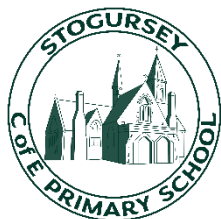


Spaxton C of E Primary School is a small rural one form entry school, rated as 'Good' in all areas by Ofsted when inspected in 2025.

'Our vision is for a school where children take ownership of their learning and teaching is driven by a commitment to developing character and ensuring every child can flourish in their own unique way'.

Headteacher – Rachel Rood
Chair of Local Governance Committee (LGC) – Andrew Watson
Clerk to LGC – Tracy Barnes

Tel: 01278 671409 / <http://www.spaxton-school.co.uk/web>



Stogursey C of E Primary School is a small rural one form entry school, with a Pre-School, rated overall as 'Requires Improvement' when inspected in 2023, with 'Good' for Behaviour and Attitudes, and Personal Development. Areas for development were early Reading, and curriculum design and implementation.

'Our focus is on providing exciting learning expectations for our children building their character and encouraging active involvement in our local community'

Headteacher – Gary Tucker
Chair of Local Governance Committee – Bernard Maskell/Jodie Burghes
Clerk to LGC – Tracy Barnes

Tel: 01278 732389 / <https://www.stogurseyprimaryschool.co.uk/web/>



Haygrove School is an 11-16 seven form entry secondary school situated in the town of Bridgwater, serving families in the town as well as from the surrounding villages. It was rated overall 'Good' by Ofsted with 'Outstanding' for its leadership and management when inspected in April 2024.

'It is our goal to provide every child with an extensive range of opportunities and experiences that build confidence, resilience and responsibility. These characteristics are essential, not only for academic success, but for improving life chances and self-fulfilment'

Headteacher – Aaron Reid
Chair of Local Governance Committee – Jenny Ashworth
Clerk to LGC – Tracy Barnes

Tel: 01278 455531 / <https://www.haygroveschool.co.uk/>

Sexey's C of E School is an 11-18 form non-selective entry state day/boarding school situated in Bruton. The school was rated 'Good' by Ofsted when inspected in January 2023.



'We are ambitious for our students' academic achievement and provide an inclusive, friendly environment – producing confident young citizens'.

Headteacher – Steve Clayson
Chair of Local Governance Committee – Rev Jonathan Evans
Clerk to LGC – Tracy Barnes

Tel: 01749 813393 / <https://www.sexeyes.somerset.sch.uk/>

Ashlands C of E Primary School has a strong Christian ethos and the links with St. Bartholomew's Church. The school is set in the thriving market town of Crewkerne and at its latest Ofsted Inspection was rated 'Requires Improvement'. Areas of development were Pupil Expectations, Curriculum, Governor challenge.



"Love of Learning, Love of Life, Love of One Another"

Headteacher – Nicola Ball
Chair of Local Governance Committee – David Harvey
Clerk to LGC – Tracy Barnes

Tel: 01460 73437 / <https://www.ashlandsprimaryschool.co.uk/>

Haselbury Plucknett C of E Primary School is in the heart of Haselbury Plucknett village in South Somerset. At its last Ofsted Inspection in July 2018, the school was rated 'Good'.



"Working together with parents and the wider community of church and village, we offer our children the chance to achieve their very best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love."

Headteacher – Lois Bowery
Chair of Local Governance Committee – Craig Pierce
Clerk to LGC – Wendy Abbott

Tel: 01460 72833 / <https://haselburyplucknettschool.co.uk>

Merriott Primary School is set in the heart of a large village in South Somerset. The school was rated 'Good' in all aspects when it was inspected in March 2023.

"We believe that 'Learning and Growing Together' captures what we are all striving for at Merriott Primary School. It is a focus for the following aims and demonstrates our commitment to equality of access to a broad, balanced curriculum for all."



Headteacher – Lois Bowery
Chair of Local Governance Committee – Craig Pierce
Clerk to LGC – Wendy Abbott

Tel: 01460 72547 / <https://merriottfirstschool.co.uk/>

St Bartholomew's C of E Primary School is set in the thriving town of Crewkerne in South Somerset. The school was described by Ofsted in November 2017 as a 'nurturing haven' and was rated 'Good'.



“Rooted in love, we aspire to help our children flourish as respectful, compassionate citizens who positively contribute to our world. From small beginnings, we seek to give children strong roots that allow them to thrive, giving them the wings to fly.”

Headteacher – Gemma Coward
Chair of Local Governance Committee – Stephen Gray
Clerk to LGC – Emma Harwood

Tel: 01460 72829 / <https://www.st-bartholomews.somerset.sch.uk/>

Welcome from the Chief Executive Officer

The Quantock Education Trust is a registered charity and is committed to the delivery of good and outstanding education for our children and young people. Our ambition is to ensure that all our children and students are able to access the highest standards of teaching, resources and opportunities, regardless of background or ability. The Trust's role is to oversee the leadership and governance of member schools and to develop effective and supportive partnerships between them, in line with our Trust vision and values. We maintain a strong focus on school improvement and the provision of practical, bespoke and targeted support. Our school improvement strategy is underpinned by the operational culture of our Trust which provides effective support for school business functions; appropriate alignment of policies and procedures; a framework for quality assurance; and excellent opportunities for professional development to ensure a high quality of education.



Chrysta Garnett, CEO

Our Trust has pledged to protect and celebrate the diversity of each of our schools and therefore each retains its own unique identity including its values and ethos. We work closely with the Diocese of Bath and Wells to reinforce and enrich our commitment to the church status of our schools. There is however a strong sense of QET identity and belonging which binds our schools in collaborative thinking, ambition and opportunities. Each school receives a range of financial and practical benefits and the Trust's role is to ensure that each school is financially secure. Our aim is to ensure that our Trust schools are the first choice for all families in our respective communities.

Our school leaders work collaboratively to strive for excellence and focus relentlessly on ensuring that every child is given the opportunities to achieve academic success by overcoming any inhibiting factors. High standards of teaching are critical in enabling every child to achieve success and a recognition that pastoral support is also essential for providing bespoke and flexible levels of support for social and emotional wellbeing. The promotion of character attributes such as resilience, courage and independence are integral to our practice, both in and outside the classroom. Our moral purpose is to make a positive difference to the lives of all our children and young people and we work hard to reinforce explicitly at every opportunity our Trust vision and values and to demonstrate our sense of civic responsibility.

The QET, has a proven track record of delivering school improvement and has actively sought to work in partnership with other Trusts and schools, utilising the support of the best regional and national experts to help shape our School Improvement Offer to our schools. This has enabled us to maintain an outward-facing and collaborative mindset and practice.

We are tremendously proud of all our schools, our children and students, teachers, leaders, governors and support staff who provide day to day a great commitment and a sense of care in ensuring that all our children and young people are able to enjoy learning and make good progress in a safe and secure environment.

Our Vision, Mission, Aim and Values

Vision Building character and shaping futures

Mission To deliver high-quality education within an inclusive and safe community, inspiring every learner to achieve their full potential and make a positive impact on the world.

Aim **High-Quality and Inclusive Education**

- **Aim:** To provide a broad, balanced, and inclusive curriculum that meets the diverse needs of all students, ensuring equitable access and opportunities for success.

School Improvement

- **Aim:** To implement a robust school improvement strategy that fosters the continuous enhancement of teaching and learning, leading to sustained high performance across all schools within the trust.

Workforce

- **Aim:** To cultivate a supportive and collaborative working environment that prioritizes staff well-being, professional development and retention, enabling educators to thrive and excel.

Finance and Operations

- **Aim:** To manage resources efficiently and effectively, ensuring financial sustainability and the optimal allocation of funds to support educational excellence and operational integrity.

Governance and Leadership

- **Aim:** To uphold strong governance and ethical leadership that drives strategic vision, accountability and engagement with the community, ensuring decisions are made in the best interests of all stakeholders.

Ethos and Character Education

- **Aim:** To nurture a values-driven ethos rooted in respect, compassion, and integrity, fostering character development and moral leadership in all to inspire lives of purpose, service, and faith.

Our Values

- **Uniqueness;** We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community, celebrating the similarities and differences between our Christian and non-Christian schools.
- **Community;** we listen to, influence and play an active role in our communities
- **Aspiration;** we raise standards and provide opportunity for developing talents in all areas of life
- **Respect;** we respect and celebrate the value and preciousness of each individual
- **Equity;** we aim to enrich the unique life opportunities of all, overcoming barriers and achieving goals

We commit to respecting and protecting the diverse and unique qualities of each individual and of each school in our Trust community, celebrating the similarities and differences between our Christian and non-Christian schools.

Governance

The Trust has clearly defined roles and responsibilities for its Members, Board of Trustees, CEO Executive Team, Local Governance Committees, Heads of School/Headteachers.

The Trustees delegate duties to the Local Governance Committees through the QET Scheme of Delegation and Terms of Reference.

Local Governance Committees (LGCs)

The role of the Local Governance Committee (LGC) is to provide support and challenge at a local level, being a local voice, a link with the local communities and churches and be advocates for all the Trust's schools. They hold the Headteachers to account for the educational performance of the school and its pupils and for the performance management of its staff. They support and challenge the school's ethos and curriculum provision, pupil outcomes and achievement, enriching community cohesion and communication within each school, having first-hand experience of the individual community needs. Engagement with parents is prioritised in ensuring that this partnership is a strong factor in supporting the process of learning, the raising of additional funds and the development of character.

Members

The Members of QET are the guardians of the governance of the Trust. They are responsible for ensuring the Trust complies with all aspects of law and regulation to it and operates within the requirements set out in the Trust's Articles of Association, the Academies Financial Handbook and current policy of the Department of Education and Charity Commission.

Functions:

- Members will hold the Trustees accountable for ensuring that the Trust's Objects (as set out its Articles of Association) are met and that the income and property of the Trust shall be applied solely towards the promotion of the Object
- Members will be responsible for appointing new Members and for appointing Directors as set out in the Trust's in the Articles of Association
- Members are responsible for the appointment of the Trust's auditors

Accountability:

- Accountable to the Secretary of State for Education

Trustees

The Board of Trustees three core functions are:

- Ensuring clarity of vision, ethos, and strategic direction
- Holding the Chief Executive Officer and the Executive Team to account for the educational performance of academies and pupils, and the performance management of staff
- Overseeing the financial performance of each academy and making sure money is well spent

The Board of Trustees main responsibilities include:

- Assessing and managing the principal risks to the Trust

- Appointing the CEO and holding him/her to account for the Trust's overall performance, and for discharging the role of Accounting Officer
- Ensuring that the Trust operates with prudent financial planning and remains solvent
- Monitoring the work of Local Governance Committees

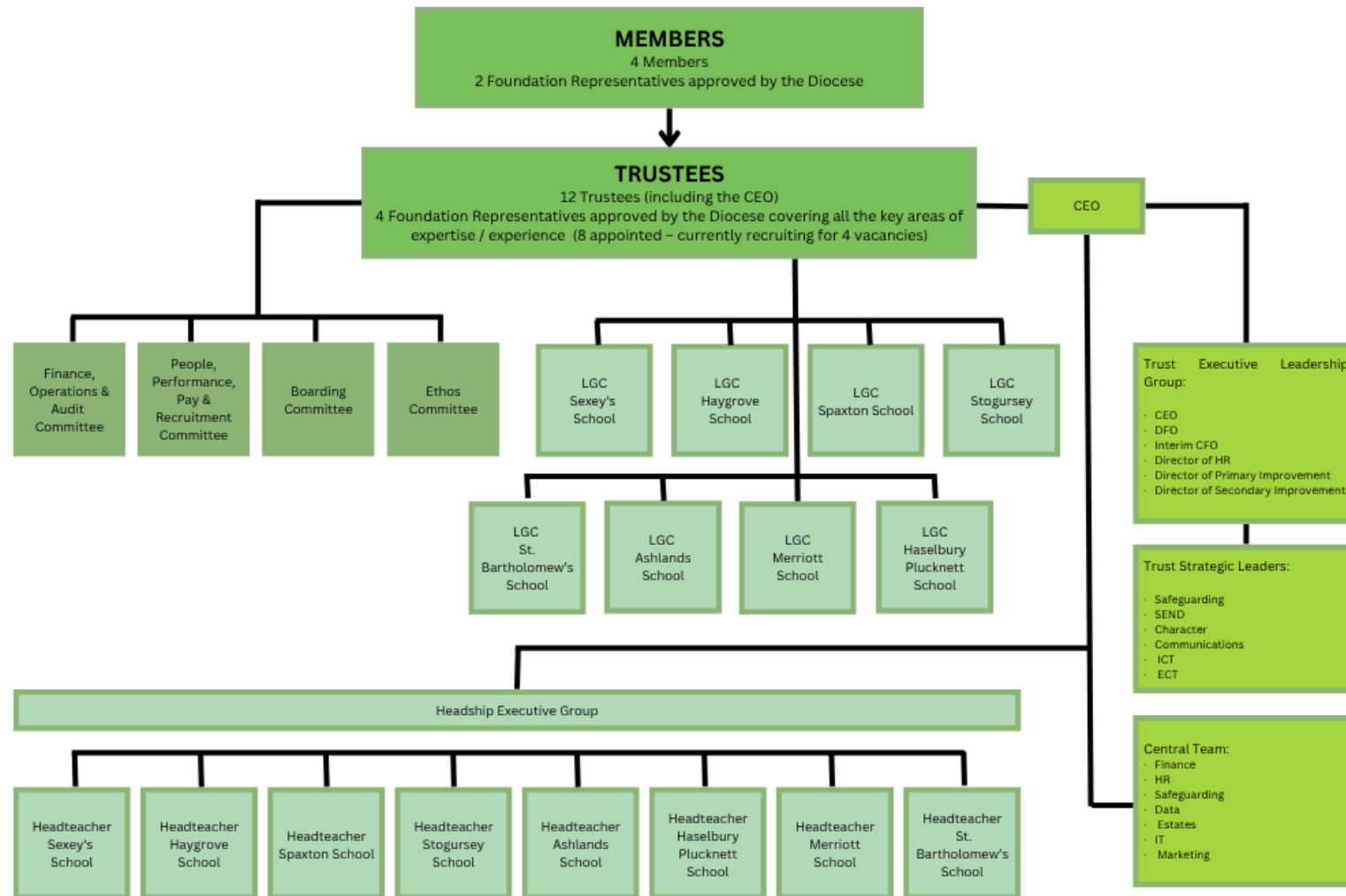
Directors' duties, under the Companies Act 2006, include:

- Acting within their powers
- Promoting the success of the company
- Exercising independent judgement
- Exercising reasonable care, skill and diligence
- Avoiding conflicts of interest
- Declaring an interest in proposed transactions or arrangements

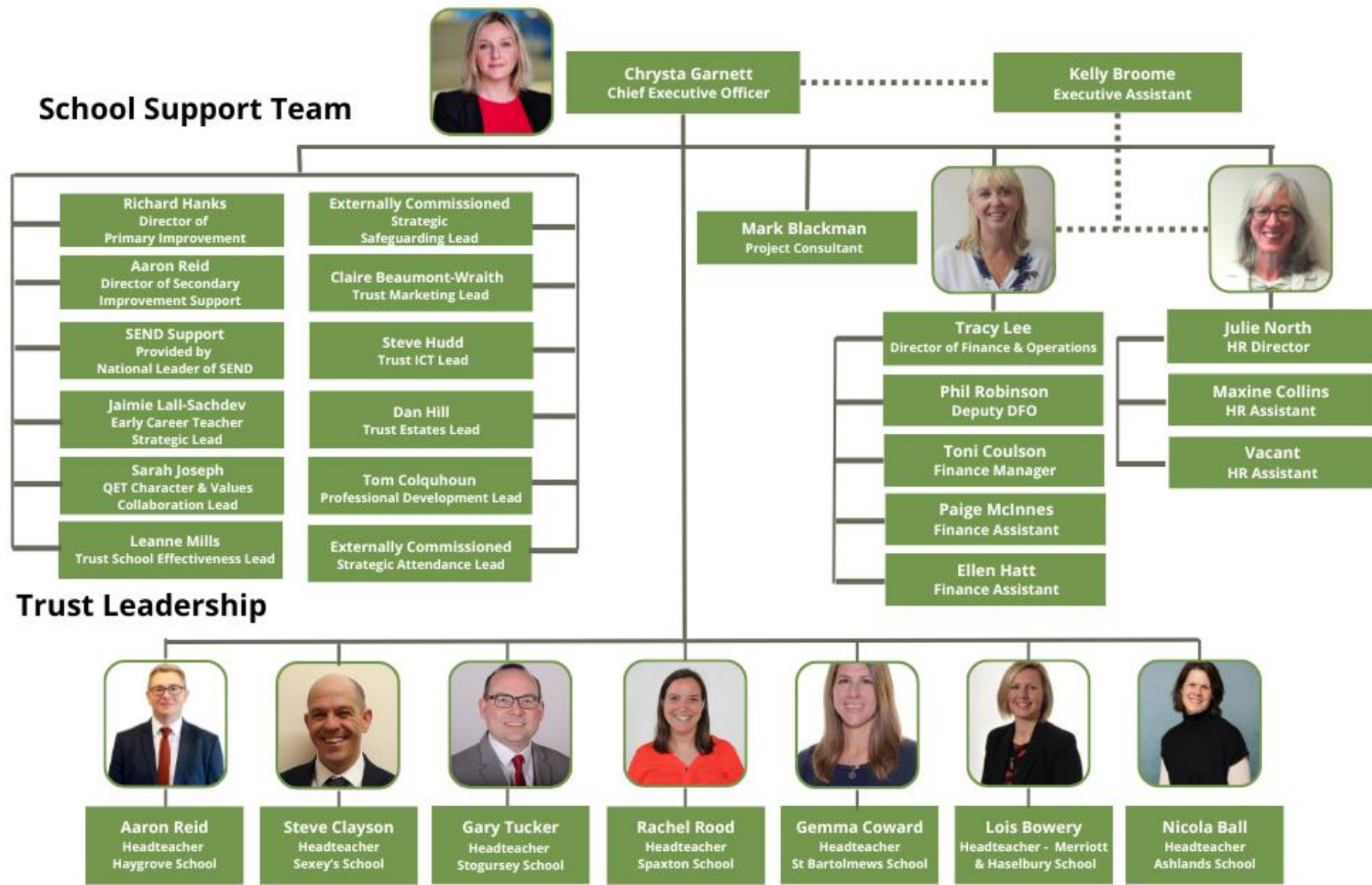
A copy of the Trust's Standing Orders can be found on the QET website.



Governance Structure



The Quantock Education Trust is governed by a Board of Trustees who are accountable to the Members and have overall responsibility and ultimate decision-making authority for all the work of the Trust, including the establishing and running of the schools operated by the Trust.



Strategic Priorities

The Quantock Education Trust has determined four priorities understood and agreed by Trustees, Governors and staff

01

Educational Standards

- Continuous improvement of the quality of provision in all Trust schools
- To raise standards of achievement for all groups of learners, removing gaps and securing ambitious targets whilst enriching life opportunities for all

02

Trust Leadership, Governance and People

- Providing excellent governance, executive and school leadership with clear succession planning, recruiting, developing and retaining the best professionals to work in our schools

03

Developing and growing our Trust through collaborative and partnership working

- Growing our partnerships, promoting and delivering the benefits of our cross-phase mixed Trust and also our responsibilities as a sponsor

04

Operational Effectiveness

- Ensuring a financially viable and sustainable multi-academy Trust delivering high quality and cost-effective services to schools; enabling schools to maximize their resources to increase the quality of provision

Curriculum Principles

Why is the curriculum important at QET?

The Quantock Trust vision is to enrich life opportunities for all members of our community, working and learning together with aspiration, ambition, and care, in our schools and wider society. Our ethos is as much about ensuring children are prepared for life, as it is about ensuring they are prepared to achieve academic success. The Trust has 'Seven Principles of Excellence' which constitute the 'foundations' for the Trust's work ensuring that its impact is both transformational and sustainable. Having broad, balanced and ambitious curricula in our schools is one of our cornerstones of excellence.

Fundamental to the delivery of that vision is a well-designed, knowledge rich curriculum that is designed to enable children to develop an intellectual and informed sense of the world and enjoy their learning, as well as a powerful sense of self and a compassionate and empathetic sense of others. We believe for children to excel in their academic subjects they must also develop character attributes to support that learning such as, ambition, resilience, determination,

collaboration, honesty, empathy and many more. We see these attributes being just as important as knowledge and at QET we believe that character education should be 'taught, sought and caught'.

We see no tension between a rigorous and stretching academic education, and outstanding wider personal development, in fact we see them as unified and reciprocal concepts. Our intention is that children who are educated within our Trust become ethical people who treat others with respect and compassion and stand up for what is right; they have cultural capital so can engage meaningfully in the world and with others, are skilled, knowledgeable, and resilient communicators with strong character and the ability to shape their own future.

How is the curriculum implemented?

Our approach to implementation will be determined by what the latest evidence and research tell us about effective teaching. Put simply, the better teachers teach, the more children will learn and the more they will know. There is now a rich and accessible evidence base about the features of high-quality teaching and at QET we combine an evidence informed approach to curriculum implementation that is also supported by teachers and leaders having a secure understanding of each of our schools' contexts, communities and needs.

As a Trust we use a robust evidence base to shape our thinking and the latest research from the field of cognitive science as to how children learn best and how learning 'sticks' in long term memory. Continuing Professional Development for all staff is a priority to ensure they have the skills and knowledge necessary to deliver the highest standards across the curriculum. Subject leaders must have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups, underpinned by a robust assessment system.

The following principles guide our curriculum implementation:

1. We have high expectations of Learning Behaviour: Teachers encourage pupils to develop a conscientious and committed attitude to their learning. Teachers and support staff actively embed opportunities to develop their Character and an awareness of self as well as knowledge and skills. With guidance, we expect pupils to be active listeners, critical thinkers and use a range of metacognitive strategies to support their own learning.
2. Quality instruction: Teachers secure progress for their pupils by identifying the most effective way to teach in order to engage, motivate and challenge pupils of all abilities and level of need. Excellence is modelled and students supported in guided practice until they become independent and successful, knowledge is secure, and learning can progress.
3. Quality assessment: Teachers are acutely aware of the importance of securing knowledge retention and application of subject matter, through appropriate and timely testing. High quality questions are used to deepen understanding and retrieval practice for developing fluent recall and greater depth of understanding.
4. Feedback for Progress: Teachers provide clear and direct feedback that identifies strengths and areas for development. Pupils are guided to secure improvement by carrying out self/peer assessment. They reflect on their own progress and know what next steps to take.

Who is responsible for curriculum design, delivery and review?

It is the role of **the Trustees** to ensure that the Trust's curriculum intent and implementation are embedded securely and consistently across the Trust, ensuring that it is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life. It is the responsibility of Trustees to hold the senior executive leader to account for the impact of the curriculum.

It is the role of **Local Governors** to have a secure understanding of where the school is in terms of its curriculum development planning and delivery; how the curriculum builds pupils' knowledge and skills over time and how it prepares children for life and employability. Governors need to quality assure that the curriculum is broad, ambitious

and covers the content of the National Curriculum. Their role is to monitor and evaluate the implementation and impact of the curriculum and communicate their findings to the head and the trust board.

It is the role of **Senior Leaders** to ensure that the curriculum is coherently planned and consistently delivered to a high standard across the school. School leaders need to know what the impact of the curriculum is on learning outcomes and review it regularly so that it is meeting the needs of all learners. Senior leaders should create a culture of excellence around curriculum design and implementation and have high expectations for continually improving practice. They should provide the time, space, and support for innovation, for developing subject and pedagogical expertise and the integrity of assessments.

It is the role of **Curriculum Leaders** to understand the role and importance of their subject within the wider context of the school and in everyday life. They should have a firm grasp of what they want pupils to know, understand and be able to do by the end of the term, year or Key Stage. Curriculum Leaders plan the curriculum for progression taking into account pupils starting and end points and should be able to articulate how and why their curriculum is sequenced to suit the needs and developing knowledge of our learners. They need to ensure that formative and summative assessments are well planned and well timed and that information gleaned from assessments informs teaching. They should ensure that subject teachers are well trained, have access to high quality training and support materials to enable excellent teaching.

It is the role of **Teachers** to have high expectations of pupils and of what they can do and achieve. Teachers should be relentless in their pursuit of excellence and strive for continual development in all aspects of their teaching and in the learning of their pupils. Expert teachers work collaboratively with their Subject Leads to contribute to the ongoing review, design and implementation of the curriculum. Teachers understand, are aware of and enact the 4 principles of high-quality teaching outlined above.