



COLTISHALL PRIMARY SCHOOL
ST. JOHN'S CLOSE
COLTISHALL
NORWICH
NR12 7HA



Dan Mckeown

www.coltishall.norfolk.sch.uk
office@coltishall.norfolk.sch.uk

Tel: 01603 737481

Tel: 01603 736 118

Dear Applicant,

We are delighted that you are interested in applying to become our new Head Teacher. This vacancy has arisen following the promotion of our long-standing Head Teacher to become Chief Executive of a local Multi Academy Trust.

Coltishall Primary School offers a Values-based Education and those values are at the heart of everything we do. We believe that our children are better equipped to flourish personally, socially and academically through learning based upon positive individual, social and moral values. Our expectation is that all members of the school community reflect on those values and act as role models both for our children and for each other.

Ofsted rated our school as Outstanding following its most recent visit in December 2013. That assessment was based upon "inspirational teaching", "impeccable behaviour" and "unfaltering high expectations". Every aspect of the school was rated highly.

We are now seeking a Head Teacher who can build upon and develop this achievement to ensure that all our students develop into happy and productive members of our community, confident in their values, skills and judgement, tolerant of others with different outlooks and faiths, and with the fondest possible memories of their time at our school.

We expect that you will have demonstrable experience of educational leadership and management, and be able to show how you have brought positive change and improved progress and attainment for a wide range of children. You will have strong and articulate values, and be able to engage and involve children, staff, governors and parents in the maintenance and refreshment of the school's strategic vision.

Our recruitment pack incorporates in various ways the hopes and expectations of our school community for their new Head Teacher. Please consider it carefully in crafting your application response. The school community is looking for somebody who can lead it but also someone who can engage and empathise with its aspirations.

Visits to the school or access to any additional documentation you may wish to see may be organised by contacting Mrs Anne Jackson either by telephone on 01603 737481 or via office@coltishall.norfolk.sch.uk.

We look forward very much to hearing from you.

Bob Grindrod
Chairman, on behalf of the Governing Board



WE PROMOTE STAFF WELL-BEING





Coltishall Primary School Head Teacher Recruitment Pack



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Coltishall
Norwich
Norfolk NR12 7HA

email: office@coltishall.norfolk.sch.uk
web: www.coltishall.norfolk.sch.uk
tel: 01603 737481
tel: 01603 736118



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HEAD TEACHER JOB DESCRIPTION

In addition to the Conditions of Employment for Head Teachers laid down in the School Teachers' Pay and Conditions Document 2017 (section 7, paragraphs 43 to 47), and the teachers' standards (England) detailing teaching and personal and professional conduct, the Head Teacher has overall accountability for direction, standards achieved and quality of provision.

WHOLE SCHOOL ORGANISATION, STRATEGY AND DEVELOPMENT

1. Provide overall strategic leadership and, with the Governing Board and other stakeholders, lead, develop and maintain the strategic direction, vision, values and priorities of the school and ensure, where possible, that all involved are committed and engaged.
2. In conjunction with the Governing Board, develop, implement and evaluate the school's policies, practices and procedures. Ensure that they take account of the national, local and school data, inspection and research findings.
3. Ensure continued and sustainable raising of achievements and standards, using data and benchmarks to monitor and evaluate progress, attainment and the quality of provision.

TEACHING AND LEARNING

1. Lead and manage teaching and learning throughout the school, including ensuring, save in exceptional circumstances, that a teacher is assigned in the school timetable to every class or group of pupils to ensure that the school continues to deliver the highest standards of learning for all.
2. While there is no timetabled teaching commitment in this role, undertake teaching where it is deemed appropriate or necessary.
3. Ensure that differentiated learning opportunities and strategies are in place to support and stretch all pupils.
4. Promote and maintain a culture of high expectations for themselves as well as colleagues, parents and pupils which inspire, motivate and challenge, and raise standards and school improvement.

HEALTH, SAFETY AND DISCIPLINE

1. Promote the safety and well-being of pupils and staff.
2. To have due regard for safeguarding and promoting the welfare of children and young people and to follow the child protection procedures adopted by the LA and to act as the Designated Safeguarding Lead (DSL) for the school.
3. Ensure good order and discipline amongst pupils and staff.
4. Ensure compliance of procedures at all times under the provision of safe systems of work through safe and healthy environments, including information, training and supervision necessary to accomplish those goals.

MANAGEMENT OF STAFF AND RESOURCES

1. Lead, manage and develop the staff, including appraising and managing performance.
2. Develop clear arrangements for linking appraisal to pay progression and advise the Governing Board on pay recommendations for teachers where appropriate.
3. Organise and deploy resources within the school.
4. Set appropriate priorities for expenditure, allocation of funds and effective administration and control.



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5. Promote harmonious working relationships within the school community.
6. Develop effective relationships and communications which underpin a professional learning community that enables everyone in the school to achieve.
7. Maintain relationships with organisations representing staff.
8. Lead and manage staff (and self) with a proper regard for well-being and legitimate expectations, including the expectation of a healthy balance between work and other commitments.

PROFESSIONAL DEVELOPMENT

1. Lead, motivate, challenge and support staff in order to secure and sustain continuous improvement and professional development.
2. Participate in arrangements for the appraisal and review of own performance and, where appropriate, that of other teachers and support staff.
3. Participate in arrangements for own further training and professional development and, where appropriate, that of other teachers and support staff including induction.

COMMUNICATION

1. Consult and communicate with the Governing Board, staff, pupils, parents and carers to ensure pupil and community needs are met and that parents and pupils are well informed about the school's direction, priorities, curriculum and pupils' attainment and progress.
Work with colleagues and other relevant professionals.
2. Collaborate and work with colleagues and other relevant professionals within and beyond the school including partner schools and relevant external agencies and bodies.
3. Sustain and further develop partnerships with local schools both Primary and High schools, to support joint learning, share best practice and promote positive relationships and in the case of High Schools, to ensure a secure and happy transition for pupils.



HEAD TEACHER PERSON SPECIFICATION

Attributes are essential unless it states otherwise.

QUALIFICATIONS AND TRAINING

1. Qualified Teacher status.
2. Recent and relevant in service professional development and training including Safeguarding.
3. Readiness for Headship – evidence of learning achieved through senior leadership role within a school (NPQH desirable).
4. Evidence of the ability to successfully acquire and apply new skills and knowledge in a professional context.

EXPERIENCE

1. Recent and substantial experience in post as a Head or Deputy within the Primary phase.
2. A record of recent successful Teaching and Curriculum experience in the primary phase.
3. Up-to-date and wide knowledge and understanding of education and school systems and a working knowledge of Key stages 1 and 2, and EYFS.
4. Experienced in having led, or made a significant contribution to, the success of a school through its leadership, pupil outcomes and pupil experience.
5. Experienced in the management of personnel and business at a senior level in school and experience of setting and managing budgets, including setting priorities for expenditure, allocation of funds and cost control.
6. Experience of and a commitment to promoting and safeguarding the welfare of pupils as a DSL or deputy DSL.

QUALITIES AND KNOWLEDGE

1. Knowledge of what constitutes quality in educational provision, the characteristics of effective teaching and strategies for raising standards and the achievement of all pupils.
2. Understanding of the principles behind Values-based Education.
3. Ability to lead by example with core values that are important to yourself, drawing on own scholarship, expertise and skills and that of those around you.
4. Ability to hold and articulate clear values and a moral purpose focused on providing the best possible education for the pupils we serve.
5. Ability to demonstrate optimistic personal behaviour, positive relationships and effective communication with pupils, staff, parents, governors and members of the local community.
6. Ability to treat people fairly, equitably and with dignity and respect to create and maintain a positive school culture, recognising and valuing all of the roles within the school.
7. Ability to communicate the school's vision in a compelling way so that all involved are committed and engaged, and show strategic leadership that empowers all pupils and staff to excel.
8. Ability to inspire and motivate staff, pupils, parents and governors to achieve the aims of the school.



PUPILS AND STAFF

1. Ability to set high aspirations and lead effectively across all aspects of the school, including learning, curriculum, accountability and communication.
2. Evidence of delivering strategies and using data appropriately to secure outstanding outcomes for pupils and raising achievement coupled with a proven ability to translate these into clear strategic development plans.
3. Ability to secure outstanding teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice, teaching and curriculum design.
4. Ability to deliver a broad curriculum with plenty of opportunities that enhances pupil well-being, positive behaviour and attitudes and be committed to maintaining those standards.
5. Ability to sustain an ethos within which all staff are motivated and supported within their different roles, to develop their own skills and subject knowledge and to support each other.
6. Understanding of the relationship between managing performance, CPD and sustained school improvement.
7. Ability to hold staff to account for their professional conduct and practice.
8. Ability to identify emerging talents, coaching current and aspiring leaders, to achieve clear succession planning.

SYSTEMS AND PROCESSES

1. Ability to operate an organisational structure which reflects the school's values, and enables the management systems, structures and processes to work effectively in line with legal requirements.
2. Ability to produce and implement clear, evidence-based improvement plans and policies for the development of the school and its facilities.
3. Ability to provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding and wellbeing of all, developing exemplary behaviour in school and in the wider community.
4. Ability to ensure that the school's systems, organisation and processes are well-considered, efficient and fit-for-purpose, upholding the principles of transparency, integrity and probity.
5. Ability to welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively, including its role in setting school strategy and holding the Head Teacher to account for pupil, staff and financial performance.
6. Ability to undertake strategic, curriculum-led, financial planning to ensure the equitable deployment of budgets and resources in the best interests of pupils' achievements and the school's sustainability.
7. Experience of successful strategies for planning, implementing, monitoring and evaluation school improvement.
8. Ability to evaluate the strengths of a team and the individuals, to identify the best approach that empowers the team and capitalises on the natural differences within in it.
9. Ability to distribute leadership throughout the school, recognising colleague's distinct roles, skills and responsibilities and to hold each other to account for their decision-making and to reflect and change where appropriate.



SELF-IMPROVING SCHOOL SYSTEM

1. Ability to sustain and further develop partnerships with local schools (both Primary and High schools) to support joint learning, share best practice and promote positive relationships and in the case of High Schools to ensure a secure and happy transition for pupils.
2. Ability to build a collaborative learning culture that actively seeks to ensure learning experiences for pupils are linked into and integrated with the wider community.
3. Ability to ensure parent involvement and that they are well informed about the curriculum, pupil attainment and progress.
4. Ability to communicate well, to collaborate and maintain good relationships with staff, governors, parents/carers, local community, cluster school, the local authority and other relevant agencies.
5. Confident to be able to model innovative approaches to school improvement including the use of new and emerging technologies and systems to enhance effectiveness.
6. Confident to be able to shape the current and future quality of the teaching profession through high quality training and sustained professional development.
7. Confident to be able to inspire and influence others, within and beyond the school, to believe in the fundamental importance of education in young people's lives and promote the value of education.



CHILDREN'S SCHOOL COUNCIL VIEWS AND IDEAS FOR THEIR NEW HEAD TEACHER

Do more teaching

Keep our buddy groups,
they are part of what makes
our school special

Show respect to
everyone

Know our school
Values. They are
important to us.



Be Strict when
needed but nice too

Be Kind and listen

Be fair and Treat
everybody equally

Keep Activity days
(OAA/Sports etc)
because they are
really fun

Be able to stop and help us
even when you are working
on the computer

We like our class
names, we would not
want them to change



COLTISHALL PRIMARY SCHOOL



Coltishall Primary School is a purpose built school, on one level. There are seven permanent classrooms, a hall, two group rooms, plus a library and staff room in the new extension.

The school is a co-educational Community Primary day school catering for children aged 4-11, normally from the parishes of Coltishall and Gt Hautbois, Belaugh, and Horstead with Stanninghall. We are a very popular village school; there are currently 206 children on roll.

Coltishall Primary School aims to provide a rich, broad and balanced curriculum that develops the whole child. We strive for the highest standards in English, mathematics and science and work to improve and extend the attainments of each child in these 'core' subjects.

We provide a very secure environment where each child can feel safe and happy.

We work well in partnership with parents to support each child and to overcome any difficulties that any child may face, whether these are to do with learning, relationships or behaviour.

***Response from Pupil
Questionnaire***

***What would make our school
even better..?***

- "We could put sparkles on it"*
- "Get more tadpoles"*
- "More assemblies"*
- "I think everything in our school is perfect!"*
- "We could have longer days, so we learn about different subjects"*
- "No way! Our school is brilliant!"*
- "Nothing because it is pitch perfect"*

***Response from Pupil Questionnaire
What I like about our school...***

- "We work hard"*
- "Everyone is friendly and kind"*
- Lunchtimes are delicious"*
- "We have an amazing eco-friendly ground"*
- "The lovely teachers"*
- "Lessons are fun and exciting"*
- "It is an outstanding school"*
- "Everything"*
- "We have amazingly, friendly pupils"*



COLTISHALL PRIMARY SCHOOL – A VALUES-BASED SCHOOL

Coltishall Primary School was the first school in Norfolk to achieve the Values Education Quality Mark. Values-based Education sits at the heart of everything we do. Our values were developed through a process of engagement with the whole school community. Our children from our Cherry (Reception) class through to our Sycamore (Year 6) class created 'Values Characters' to help us remember our values.



The children were asked to design the values characters on British wildlife...

- Percy the polite pig – I am polite – I show good manners
- Dora the democratic dormouse – I am democratic – I show equality
- Florence the friendly fox – I am friendly – I show cooperation
- Sydney the compassionate centipede – I am compassionate – I show sympathy
- Harold the humble Hobby – I am humble – I show tolerance
- Raj the resilient rabbit – I am resilient – I show perseverance
- Rebecca the respectful Robin – I am respectful – I show trust
- Harry the honest heron – I am honest – I show responsibility
- Ella the empathetic emperor moth - I am empathetic – I show care
- Katie the kind kite – I am kind – I show patience
- Colin the creative caterpillar – I am creative – I show originality
- Jake the just jackdaw – I am Just – I show fairness

Values act as the golden thread in our school intertwining every aspect of the school. By working with values we promote resilience and perseverance in our classrooms and well-rounded people with a love of learning and respect for their community. The outcome is not just the calm and caring environment you will find at Coltishall but the self-leadership, which enables each member of the school community to reach their potential.

Our Values-based approach encourages reflective and aspirational attributes and attitudes which can be seen as soon as you enter the building. Teachers model the values themselves and we use 'Values' language in every class from Cherry upwards. It is inspirational to hear Reception children describe each other using the language of Values.

Every week the we have a 'Star of the Week'. Pupils in Cherry class were asked over time why they thought a particular person was chosen. Some of the reasons have been: "They are empathetic because they ask me if I'm ok when I am hurt"; "I like him because he is creative"; and "She is friendly, she plays with me". When you come to the school you will see Harry the honest heron watching over our children by the front door. After you enter, you will the 'Star of the Week' board and we urge you to read the reasons why our children have been chosen this week.



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OUR SCHOOL'S VISION

'Working together to inspire, support, challenge and celebrate all our children.'

OUR SCHOOL'S VALUES

'To strive constantly for excellence through the promotion of our agreed values.'

OUR SCHOOL'S AIMS

1. For all children to develop their self-knowledge, self-respect and self-confidence.
2. For all children to develop lively, enquiring minds and the ability to question, discuss rationally and exercise clear judgement.
3. For all children to acquire values, attitudes, skills and knowledge relevant to modern life.
4. For all children to enjoy the best progress and achieve the highest possible standards.
5. For all children to develop respect and tolerance for others, other beliefs, faiths and religions, races and ways of life.
6. For all children to develop their spiritual, moral, social and cultural understanding.
7. For all children to be safe, happy and to look back at our time together at Coltishall Primary School with the fondest of memories.

SCHOOL HOURS

Morning Session	8.50 a.m. – 12.15 p.m.
Lunch	12.15 p.m. – 1.15 p.m.
Afternoon Session	1.15 p.m. – 3.15 p.m.

Children should not arrive at school before 8.40 am but punctuality is important and children should be ready to begin the day at 8.50 am.

ORGANISATION AND TEACHING GROUPS

There are seven classes in the school made up as follows:

Cherry Class	Year R
Willow Class	Year 1
Beech Class	Year 2
Hazel Class	Year 3
Chestnut Class	Year 4
Oak Class	Year 5
Sycamore Class	Year 6



SCHOOL / NORFOLK / NATIONAL RESULTS 2017

EYFS Profile	School	Norfolk	National
EYFS GLD - %Exp/Exc in strands CL, PHY, PSE, Li & Ma	73	70	71
EYFS CL - %Exp/Exc in each strand	90	83	82
EYFS PHY - %Exp/Exc in each strand	93	89	87
EYFS PSE - %Exp/Exc in each strand	97	86	85
EYFS Li - %Exp/Exc in each strand	77	73	72
EYFS Ma - %Exp/Exc in each strand	80	79	78
EYFS Average Total Points	34.2	33.1	34.5
EYFS – GLD (%) **FSM yes**	100	54	56

Keystage 1 Results	School	Norfolk	National
Yr 1 Phonics - % Achieving Expected Level	87	78	81
KS1 Reading - % Expected Standard +	100	75	76
KS1 Reading - % Greater Depth	45	27	25
KS1 Writing - % Expected Standard +	90	67	68
KS1 Writing - % Greater Depth	38	16	16
KS1 Maths - % Expected Standard +	90	73	75
KS1 Maths - % Greater Depth	41	21	21
KS1 Science - % Expected Standard +	97	84	83
KS1 Reading, Writing and Maths - % Expected Standard +	86	61	64
KS1 Reading, Writing and Maths - % Greater Depth	34	11	11



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Keystage 2 Results	School	Norfolk	National
KS2 Reading, Writing and Maths - % Expected Standard +	86	56	61
KS2 Reading, Writing and Maths - % Higher Standard	17	7	9
KS2 Reading (test) - % Expected Standard +	97	68	71
KS2 Reading (test) - % Higher Standard	38	22	25
KS2 Writing (TA) - % Expected Standard +	93	76	76
KS2 Writing (TA) - % Greater Depth	24	18	18
KS2 Maths (test) - % Expected Standard +	90	69	75
KS2 Maths (test) - % Higher Standard	31	17	23
KS2 Science - % Expected Standard +	90	80	82
KS2 GPS (test) - % Expected Standard +	93	70	77
KS2 GPS (test) - % Higher Standard	59	23	31

ABSENCE FROM SCHOOL

Schools have to publish rates of attendance which relate to the school year prior to the year of publication.

These rates are for the year 2016/17: Number of children on roll: 201

	<u>Our School</u>	<u>National</u>
Attendance	96.32%	95.4%
Absence	3.68%	4.6%

SAFEGUARDING AND CHILD PROTECTION

Coltishall Primary School is fully committed to safeguarding and promoting the welfare of children and young people. We will do everything possible to ensure all of our children are safe and protected from harm. We have procedures in place to do this and a policy that all staff, volunteers and regular visitors must work to. You can request a copy of this policy from the school office.

On arrival all visitors and adult helpers must sign the Visitor's book at the main office. School specific lanyards will then be issued. Important, further safeguarding information is contained on the reverse of the lanyard.

The use of mobile telephones is not allowed in our school; When visiting they must be switched off. If you need to use your phone please ask at the office for a safe space in which to do so.

The Children Act 1989 requires everyone working with children to inform Children's Services about any child thought to be in need of support or at risk of harm.

The Education Act 2002 requires all schools to have arrangements to safeguard the children.



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The statutory guidance, Keeping Children Safe in Education DfE (2015) states schools should work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

Mr Dan Mckeown, the acting Head Teacher, is the designated safeguarding lead to take responsibility for dealing with safeguarding issues within our school. Mrs Sara Ward is the alternate designated lead professional within our school. Concerns about the Head Teacher should be addressed to the Chair of the Governing Board, Mr Bob Grindrod.

ACCESS TO THE SCHOOL

Being on one level with no steps the school is suitable for easy wheelchair access. The mobile classrooms are easily accessible by steps and a ramp. There is also a toilet for use by the disabled.

FACILITIES

The school has a substantial hall with a full range of large apparatus including ropes, benches and fixed & free-standing climbing apparatus.

We have a wonderful playing field with a large bandstand, a great trim trail track, football pitch, rounders field & running track. There is also a large playground which has a junior netball pitch marked, and a seated quiet area.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Some children encounter barriers to learning at different times during their school career. We aim to support these children with their particular needs as early as possible. Individual or group work in or out of the classroom, focused on the particular difficulty, is often used to overcome the problem. There is additional SEND support for English and maths for some classes. Specific intervention groups are taken by the Special Educational Needs and Disabilities Co-ordinator (SENDCo), class teachers and teaching assistants.

We are able, after consulting with parents, to refer children to the appropriate external agencies and consultants including the Educational Psychologist and health services.

Class teachers will assess the child with advice from the broader team: this includes recommendations for strategies and resources. Parents are kept fully informed and are able to discuss the assessment with a member of the support team.

The school has a policy for Special Needs which is written in line with the SEND Code of Practice (January 2015) and The Local Offer. Special Needs are co-ordinated by the Special Needs and Disabilities Co-ordinator (SENDCo), Miss Hannah Holgate, who maintains a register of children with special needs.

Parents regularly meet with the class teacher and Special Needs and Disabilities Co-ordinator (SENDCo) to review progress and plan targets for further work.



BUDDY GROUPS

Every child is placed into a Buddy Group (usually a group has one child from each year). The Buddy Group is led by a Top Buddy who is a Year 5 or 6 pupil. The Buddy Groups meet every month in school to work together on a success focussed, enjoyable activity – sharing favourite books, playing games, talking about hobbies, etc. The aim is for the groups to help and take care of each other, while encouraging friendship and support across the year groups. Buddy groups also work together on special events such as World Book Day and the Christmas shoe box appeal



DISCIPLINE



Children working in a purposeful atmosphere are controlled mainly by their interest and the appropriateness of the activity.

There is a graded discipline code which balances rewards with sanctions. Rewards are frequently used for effort, good work and good or improved behaviour. These rewards include verbal praise, Team Points and Head Teacher's Awards. Sanctions include verbal reprimands, name on the board or seeing the Head Teacher.

There is a graded series of steps that will be followed if children are persistently badly behaved. This involves consultation with parents and the possible involvement of the support agencies such as the Behaviour Support Teacher or Educational Psychologist.



EXTRA-CURRICULAR ACTIVITIES

A wide range of sporting and other activities are provided by staff, visiting instructors and parents. These include football, netball, basketball, cricket, rugby and sports club. We also do cross-country three mornings a week. For lessons provided by visiting instructors a charge has to be made. Clubs offered include: wildlife club, art, school choir and school orchestra.

The Breakfast Club provides cereal, toast, juice and an early morning chat, 5 days a week (8.00 – 8.40am).

The Red Robin after-school club is based in the school. This very popular club provides after school care 5-days a week (3.15 – 6.00pm). The club offers a wide menu of different activities on a daily basis including cookery, sports, arts and craft.

*There is a charge for some of these activities.



VISITS & FIELD TRIPS

All the classes make visits as part of their curriculum studies. Some visits are in the village, to the church, garage and other local places. Some visits will be further afield such as visits to the Norwich Airport, Sheringham Park, Strangers Hall, Norwich, Norwich Playhouse & Holt Hall.

We hold two annual weekend residential visits; Year 4 visit Horstead Activity Centre and Year 6 travel to Hilltops, near Holt. A wide range of sporting and computer activities are provided for the children at both centres. The children always love these field trips and come back with enhanced learning and understanding.



PARENTAL INVOLVEMENT

HOMEWORK



Regular homework is made available for all children. This consists mainly of reading, learning spellings and maths activities chosen from a termly 'menu' of options.

The reading which is done at home reinforces the learning done in school and helps each child progress.

All Parents are invited to stay in school and share a story with their child, first thing on a Monday morning.

CONSULTATIONS & REPORTS

Two Parent-Teacher consultation evenings are arranged during the school year when parents will be able to discuss their child's progress with the class teacher. The first is just after half-term in the Autumn term for all pupils. The second consultation is held the Spring term for EYFS pupils and in the Summer term for KS1 and KS2 pupils.

A written report for each child in KS1 and KS2 will be sent home after the end of the Spring term. Individual targets are set for each child and these are discussed at the Summer term consultation. EYFS pupils receive a profile report in the Summer term.

PARENTAL HELP

Parents provide valuable help in school. At the moment parents help in a variety of ways:

- supervising small groups of children engaged in different activities such as art and craft;
- supporting various after school clubs and activities including gardening club and dancing.

FRIENDS OF THE SCHOOL

We have a flourishing Friends of Coltishall Primary School. This is a great group of parents, teachers and other adults, who organise many fun fundraising and social events during the year. The 'Friends' have provided valuable support including buying books, materials for mathematics and providing a fund for visits and visitors during our special themed weeks. The 'Friends' have paid for the materials to create an impressive outdoor play area and renovated the pond and surrounding area.



The Friends of Coltishall Primary School
Reg charity: 1032384





SCHOOL GOVERNING INFORMATION

The school has developed a wide range of policies that guide the teaching and content of the curriculum. Governors also have policies that cover the range of their responsibilities. These policies are available in school and on the Governors section of the school website.

The School Improvement and Development Plan is available on request from the School Office.

The following information is available from the School website:

- Minutes of Governing Body meetings
- School Policies
- Latest Ofsted report, also available from Ofsted at <https://reports.ofsted.gov.uk/provider/files/2316193/urn/121017.pdf>

See also the School admissions website: <http://www.admissionsonline.norfolk.gov.uk/>

THE VILLAGE OF COLTISHALL

The village of Coltishall lies 8 miles north of the City of Norwich and around 13-15 miles from the coastal resorts of Cromer, Mundesley and Sheringham. It is regarded as one of the most beautiful villages in the Norfolk Broads, and its location by the River Bure provides easy access to the whole Broads network.

The prosperity of the village was built upon river trade – Coltishall is reputed to be the birthplace of the famous Norfolk wherry – and the brewing industry. At one point there were a dozen malting houses in the village supplying breweries such as Guinness and Truman's. The legacy of that trade remains with a series of distinctive and high quality public houses.

Around 1600 people live in the village, which has a wide range of shops and amenities including a Post Office and Pharmacy. Our school neighbours a well-regarded general practice surgery and is close to the village playing fields, allotments, playparks and sports facilities. The local pre-school operates from our Village Hall. Coltishall also benefits from a wide mix of housing options for purchase or rent.

For further information, please consult www.coltishallpc.info and follow the links to local services.



St. John the Baptist Church, Coltishall