



# **The Nar Valley Federation of Church Academies**

## **Castle Acre, Narborough and Sporle Primary Academies**



## **Headteacher Recruitment Pack**



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# Welcome to the Nar Valley Federation of Church of England Academies

## *Let your light shine*

Matthew 5:16

*We aim to become a community, which  
nurtures individuals to develop a sense of  
belonging, purpose and self-belief in order  
for all to flourish and shine.*

The Nar Valley Federation of Church of England Primary Academies are a group of three village schools located about 6 miles from each other. They became part of the Diocese of Norwich Education Academies Trust (DNEAT) in March 2016.

We are three unique schools working together as an exciting and dynamic Federation. Our senior leadership, staff and Governors work with passion and dedication to build a united team based across three sites. Our schools provide challenge, support and care for one another in order to get the best out of everyone.

**1 Federation**  
**3 Unique schools**  
**49 Dedicated staff**  
**239 Amazing, creative pupils**



## **Letter from the Chair Governors**

The Nar Valley Federation of Church Academies  
Castle Acre, Narborough and Sporle Primary Academies

March 2019

Dear Prospective Academy Leader,

Governors and staff are proud to be associated with the Nar Valley Federation (NVF). We are situated across 3 separate school sites in villages on the outskirts of Swaffham in West Norfolk. We currently have some 240 pupils and a dedicated staff including a Deputy HT and leadership team who have all worked tirelessly and extensively to bring the federation to our great position.

Our current, excellent and effective, Head Teacher is leaving us after some 4 years in post to further expand her career. Hence, we are now looking for someone who can lead our excellent team here at NVF. That someone must be able to build on and further improve our teaching & learning whilst having the energy and foresight to implement effective development strategies for our primary academies.

Do you think you can meet our requirements and help us continue our momentum towards higher standards and accelerated progress? Do you want to develop your career with a Federation that's absolutely committed to the children and their needs? Do you relish the joy and challenge of Leadership? Can you support and inspire our team to reach even further levels of performance? If so, we would love to hear from you. I can assure you that you will be welcomed by a friendly and open group of people who are focussed on the continuous development of our academy and in serving the needs of our communities.

If you are still interested, but undecided, then perhaps our location might help! We are a rural location on the edge of the beautiful Breckland and West Norfolk countryside and within easy reach of the spectacular Norfolk coast, and Broads National Park.

Yours sincerely,

Mike Dwyer

**Chair of the Local Governing Body**



## **Letter from the Headteacher**

The Nar Valley Federation of Church Academies  
Castle Acre, Narborough and Sporle Primary Academies

March 2019

Dear Prospective Headteacher,

It is with mixed feelings I will be leaving this Federation following four years as the Executive Headteacher. The journeys our three schools have been on during this time has been significant but the time feels right for someone new to take over and drive these schools forward into the future.

Already this academic year all three of our schools have undergone their first full Ofsted inspections and we are exceptionally proud of their outcomes. Castle Acre secured a GOOD judgement with OUTSTANDING in Behaviour, Safety and Welfare, Narborough secured GOOD in all areas and Sporle secured Requires Improvement overall, but GOOD in Behaviour, Safety and Welfare, Early Years and Leadership and Management. This is in less than four years since all three schools were graded as inadequate and placed in the category of 'serious weaknesses'. Just think what can be achieved in the next four years!

There is a positive and purposeful atmosphere in the schools and children, staff, parents and governors have worked hard together to enable the Federation to grow and flourish. With around 240 children across three sites, our small schools benefit from being 'one Federation', with shared staff meetings and CPD, opportunities to work with and learn from each other as well as coming together for joint trips and events, whilst retaining their individual identity.

Our journey has been well supported by our Academy Trust DNEAT and our dedicated and effective Governing Body. Without this joined up working, we could not have achieved all we have in this time.

If you are an aspiring or experienced Headteacher with a drive to make a positive difference to children's lives, this could be the Federation for you. To be the Headteacher of this school moving forward will be a privilege – there is still work to be done, including further development of our curriculum, but the foundations are laid and you will have the time to evaluate and reflect upon what is working well before taking steps to develop the schools further.

Have a look at our website for additional information about our Federation and if you would like to arrange a visit to come and see us, I would be more than happy to show you around.

Yours sincerely,

**Kelly Scott**  
**Executive Headteacher**



## Executive Headteacher – The Nar Valley Federation of Church Academies

NOR: 239

Castle Acre 75, Sporle 68, Narborough 96

Salary scale: L15-21

These are exciting times at the Nar Valley Federation. Our three academies were recently inspected following a period of rapid improvement from serious weaknesses. All achieved their best outcome for at least 10 years! The predominantly good and outstanding practice we now have puts the federation in a very strong position for further development.

There is a strong culture and an eager staff team, whose members work well together and demonstrate positive ambition for continued success. We want a highly motivated and skilled individual to inspire us and lead the way in a thriving community that cannot wait to work with you!

The Nar Valley needs someone with the:

- **Insight** to work across three diverse and individual academies on three sites
- **character** to ensure that personal virtues and organisational values enhance outcomes
- **passion** to focus relentlessly on what's best for pupils in their context
- **initiative** to promote new and innovative ideas whilst sustaining what already works
- **ability** to develop outstanding educational provision that results in outstanding outcomes
- **willingness** to understand what the team has to offer and get the best from them
- **ambition** to drive a rich and varied curriculum which engages and inspires every child
- **vision** to cultivate collaborative relationships with other academies in the Diocese of Norwich Education and Academies Trust (DNEAT)

You will be supported by the Diocese of Norwich Education Academies Trust (DNEAT). Ofsted (May 2018) reported that *'Headteachers speak highly of the value added to their provision through becoming part of the family of Trust schools'* and that *'vacant posts are offered not just as jobs, but as career development opportunities'* in a *'culture of collaborative learning'*. We can therefore offer you:

- peer to peer networking, collaboration, challenge and support
- geographically focussed development opportunities within a south western hub of academies including dedicated support from a key professional
- the security of working in a climate of shared accountability
- investment in your professional development and future career
- opportunities to contribute to the development of a growing organisation and trust-wide improvement initiatives





- access to a suite of core services that enable you to focus more on leading, teaching and learning
- a research-based approach to academy improvement that builds capacity from within
- a values-led approach that underpins the attitudes and behaviour of individuals and the family of Church academies

Don't miss the opportunity to find out more by reading our information pack and visiting our website at [www.thenarvalleyfederation.co.uk](http://www.thenarvalleyfederation.co.uk)

We strongly encourage potential candidates to visit our academies to experience their individual passion and character, although understand that this may not be possible. Please contact Miss Karen Howman Secretary at Castle Acre on 01760 755305 who can organise a visit for you to see our schools.

The post holder will need to be able to communicate effectively in English both orally and in writing in order to undertake the requirements of the role.

This post is likely to come under the requirements of the Childcare (Disqualification) 2009 Regulations and the successful applicant will be required to complete a declaration form to establish whether they are disqualified under these regulations.

These academies are committed to safeguarding and promoting the welfare of children and young people and expect all staff and volunteers to share this commitment.

**Closing date: 16 September 2019 9am**  
**Interviews: 25 and 26 September 2019**  
**Taking up post: 1 January 2020**

For an application form please contact EPM Ltd, email: [headship@epm.co.uk](mailto:headship@epm.co.uk) or download directly from school vacancies at [www.epm.co.uk](http://www.epm.co.uk)

Return completed applications to: [headship@epm.co.uk](mailto:headship@epm.co.uk)

### Pupil Voice

*"We may be small but our education is big" Castle Acre*

*"We want a big personality for our small school" Sporle*

*"We are a good school because we follow our school values and school Ethos"  
Narborough*



**The Nar Valley Federation of Church Academies  
Castle Acre, Narborough and Sporle Primary Academies**

**Executive Headteacher Selection Criteria/Person Specification**

**Qualification, Experience and Professional Development**

- Qualified teacher status with practical understanding of the National Curriculum and assessment arrangements and current national developments.
- Relevant further leadership and management qualifications. (The NPQH or equivalent is desirable)
- Evidence of further appropriate professional development (In-Service Training).
- Evidence of impactful leadership and management within the primary age range.
- Evidence of successful teaching within the primary age range, with smooth transitions.

**Federation Specific Knowledge and Professional Competencies**

To demonstrate the capacity and commitment to:

- Raise achievement and expectations – and thus give these communities pride and confidence in their academies
- Further nurture a strong sense of ‘team’ and a genuinely shared vision for the Federation’s future
- Promote a rich curriculum which engages all pupils and staff, and enthuses their commitment to learning
- Reach out to parents and the community as partners in their children’s learning and in the life of their academy
- Lead the development of this Federation as inclusive church schools, drawing on their heritage, distinctive contribution and service to their communities
- Collaborative working with other schools within and beyond the Academy Trust to contribute to an effective school-improvement network
- Articulate a clear and coherent vision for continued improvement to meet the DNEAT aspiration of being an outstanding Primary Federation
- Promote the welfare and safeguarding of children
- Promote, implement and monitor equal opportunities across all aspects of the Federation





## Generic Knowledge and Professional Competencies

Applicants must be able to demonstrate their competency against the National Standards of Excellence for Headteachers (2015). The Trustees and Local Governors will use these as a check to ensure that their selection process is sufficiently comprehensive, covering all of the key areas of headship:

### **1 Qualities and knowledge**

- 1.1 Hold and articulate clear values and moral purpose, focused on providing a world class education for the pupils they serve.
- 1.2 Demonstrate optimistic personal behaviour, positive relationships and attitudes towards their pupils and staff, and towards parents, governors and members of the local community.
- 1.3 Lead by example - with integrity, creativity, resilience, and clarity - drawing on their own scholarship, expertise and skills, and that of those around them.
- 1.4 Sustain wide, current knowledge and understanding of education and school systems locally, nationally and globally, and pursue continuous professional development.
- 1.5 Work with political and financial astuteness, within a clear set of principles centred on the Federation's vision, ably translating local and national policy into the Federation's context.
- 1.6 Compellingly communicate the Federation's vision and drive the strategic leadership, empowering all pupils and staff to excel.

### **2 Pupils and staff**

- 2.1 Demand ambitious standards for all pupils, overcoming disadvantage and advancing equality, instilling a strong sense of accountability in staff for the impact of their work on pupils' outcomes.
- 2.2 Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice and curriculum design, leading to rich curriculum opportunities and pupils' well-being.
- 2.3 Establish an educational culture of 'open classrooms' as a basis for sharing best practice within and between schools, drawing on and conducting relevant research and robust data analysis.
- 2.4 Create an ethos within which all staff are motivated and supported to develop their own skills and subject knowledge, and to support each other.
- 2.5 Identify emerging talents, coaching current and aspiring leaders in a climate where excellence is the standard, leading to clear succession planning.
- 2.6 Hold all staff to account for their professional conduct and practice.

### **3 Systems and process**

- 3.1 Ensure that the Federation's systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency, integrity and probity.
- 3.2 Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing their exemplary behaviour in the academies and in the wider society.

- 3.3 Establish rigorous, fair and transparent systems and measures for managing the performance of all staff, addressing any under-performance, supporting staff to improve and valuing excellent practice.
- 3.4 Welcome strong governance and actively support the governing board to understand its role and deliver its functions effectively – in particular its functions to set Federation strategy and hold the executive headteacher to account for pupil, staff and financial performance.
- 3.5 Exercise 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.
- 3.6 Distribute leadership throughout the organisation, forging teams of colleagues who have distinct roles and responsibilities and hold each other to account for their decision making.

#### **4 The self-improving school system**

- 4.1 Create outward-facing schools which work with other schools and organisations - in a climate of mutual challenge - to champion best practice and secure excellent achievements for all pupils and staff.
- 4.2 Develop effective relationships with fellow professionals and colleagues in other public services to improve academic and social outcomes for all pupils.
- 4.3 Challenge educational orthodoxies in the best interests of achieving excellence, harnessing the findings of well evidenced research to frame self-regulating and self-improving schools.
- 4.4 Shape the current and future quality of the teaching profession through high quality training and sustained professional development for all staff.
- 4.5 Model entrepreneurial and innovative approaches to Federation improvement, leadership and governance, confident of the vital contribution of internal and external accountability.
- 4.6 Inspire and influence others - within and beyond schools - to believe in the fundamental importance of education in young people's lives and to promote the value of education.

#### **Personal Qualities**

Applicants must be able to demonstrate the following general attributes:

- Commitment to high standards of achievement
- Excellent communication, interpersonal and organisational skills
- Calmness to diffuse conflict and inspire optimism
- Adaptability and creativity
- Enjoys a rapport with children and parents
- Clarity of thought to prioritise, plan and organise self and others
- Commitment and integrity
- Enthusiasm, perseverance and resilience
- Rises to challenge and takes the initiative
- Personal impact and presence
- Insight to innovate and manage change for positive impact
- Sense of joy within the role
- Confidence to empower others
- Demonstrate emotional intelligence and compassion



- Commitment to well-being of staff and self
- Sympathetic to the aims, values, ethos and distinctiveness of Church of England schools and academies

**We are committed to safer recruitment practices and to safeguarding and promoting the welfare of all children. We expect all staff and volunteers to share this commitment. This post is subject to an enhanced Criminal Records check.**

**We strongly encourage potential candidates to visit our Federation to experience what it has to offer, although understand that this may not be possible. Please contact Karen Howman, Secretary at Castle Acre and Clerk to Governors on: 01760 755305, or [office@castleacre.norfolk.sch.uk](mailto:office@castleacre.norfolk.sch.uk) to arrange a visit.**

**Closing date: 16 September 2019 9am**  
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Return completed applications to: [headship@epm.co.uk](mailto:headship@epm.co.uk)**



## **The Nar Valley Federation of Church Academies Castle Acre, Narborough and Sporle Primary Academies Executive Headteacher Job Description**

The Headteacher will carry out his/her professional duties in accordance with and subject to the National Conditions of Employment for Headteachers and the School Government Regulations and the National Standards for Headteachers.

The Headteacher will be responsible to the Diocese of Norwich Education and Academies Trust (DNEAT) and the Nar Valley Federation of Church Academies Local Governing Body for the conduct, management and administration of the academy, subject to any policies which the Department for Education, DNEAT and the Governors may make. The job description is subject to annual review.

### **Section A: Role outline**

- Lead and manage the Federation of Church of England Academies effectively and efficiently ensuring the highest possible quality of education and range of educational opportunities for all pupils.
- Provide clear vision and positive, incisive and purposeful leadership with strategic direction to ensure high standards of achievement for all.
- Promote the ethos, vision and values of the Diocese of Norwich Education and Academies Trust (DNEAT) and contribute positively to wider school improvement developments within the Trust
- Ensure that resources are efficiently and effectively used to achieve the Federation's aims and objectives.
- Lead a culture that promotes excellence, equality and high expectations.
- Evaluate the Federation's performance to identify the priorities for continuous improvement and raising standards.
- Manage the day-to-day organisation and administration of the three academies.
- Lead and develop the separate and individual identity of each as a Church of England school, strengthening its distinctive offering and working closely and proactively with the local churches.
- Have overall responsibility for safeguarding.

### **Section B: Specific responsibilities**

#### **1. Leadership and management of staff and the Federation**

- Create a shared vision and strategic plan which inspires and motivates pupils, staff, governors and all members of all three academy communities.
- Adopt a strong, caring and flexible leadership style which will both influence and motivate staff and pupils to achieve their potential.



- Set a climate of high performance within the Federation where each individual member of the team is encouraged, supported and developed to deliver outstanding results for our pupils and children.
- Manage the Federation's financial and human resources effectively and efficiently to achieve the each academy's educational goals and priorities in collaboration with the Academy Trust.
- Recruit, retain and deploy staff appropriately and manage their workload to achieve the vision and goals of each academy.
- Implement successful performance management processes with all staff ensuring effective arrangements for appropriate, accurate and timely management information to enable continuous evaluation of performance and satisfy relevant external bodies.
- Manage and organise the Federation's environment efficiently and effectively to ensure that it meets the needs of the curriculum and health and safety regulations.
- Ensure that all the facilities always provide a safe, clean and welcoming environment for pupils, staff, parents and other visitors.
- Attend to the well-being of all staff and oneself through example and exercising of duty of care.
- Play an active part in DNEAT's Headteacher Regional Alliance and collaborative working across the Trust

## **2. Learning and teaching**

- Ensure high standards of teaching, leading to highest standards of achievement for all pupils regardless of needs through high expectations and an inclusive, creative and active curriculum.
- Ensure a consistent and continuous focus on pupils' achievement, using data and benchmarks to monitor progress in every child's learning.
- Ensure each academy continues to develop as a pupil and family focused community using innovative and creative approaches to meet the needs of all pupils, children and families.
- Listen, question and respond to what is being communicated by children and those caring for them
- Ensure that learning is at the centre of strategic planning and resource management.
- Ensure a culture and ethos of challenge and support where all pupils can achieve success and become engaged in their own learning.
- Maintain strategies which secure high standards of behaviour and attendance.
- Monitor, evaluate and review classroom practice and promote improvement strategies.
- Challenge under performance at all levels and ensure effective corrective action and follow up.



### **3. Finance, accountability and governance**

- Responsibility for overseeing the production of the annual budget and financial strategy for approval by the Local Governing Body and Academy Trust.
- Provide a clear and accurate account of academy performance to the Local Governing Body and all other audiences including parents/carers, OFSTED and the Academy Trust.
- Ensure compliance with child protection, safeguarding, health and safety and other statutory requirements.
- Ensure that all those who have specific responsibilities regarding the operation of the three academies, in any aspect of teaching and learning, legal compliance and safeguarding are clear on their responsibilities.

### **4. Wider stakeholder and community management**

- Carry the confidence of the Academy Trust and involve them at a strategic level with relevant local and regional education groups and forums.
- Build a culture and curriculum which takes account of the richness and diversity of the academies and its communities celebrating and championing the academies as Church schools.
- Ensure learning experiences for pupils are linked into and integrated with the wider community.
- Foster deeper relationships with our local Churches and Parishes.
- Collaborate with other agencies in providing for the academic, spiritual, moral, social, emotional and cultural well-being of pupils and their families.
- Create and maintain an effective partnership with parents and carers to support and improve children's achievement and personal development.
- Ensure that the successes of the academies are shared with the community to reinforce our position at the heart of their communities.
- Co-operate and work with relevant agencies to protect children.
- Have an understanding of working within a range of socio-economic communities and the challenges that doing so brings to the role.





## Nar Valley Church of England Primary Academies Classes and Staffing

<b>Executive Deputy Headteacher : Mrs Kim Stabler</b>		
<b>Castle Acre Church of England Primary Academy</b>		
Teachers:	<b>Rowan Class (R/Y1)</b>	Miss J. Cooper
	<b>Whitebeam Class (Y2/3)</b>	Mrs K. Wallbank & Mrs S. Stuart
	<b>Oak Class (Y4/5/6) &amp; Lead Teacher</b>	Mrs K. Shrimpton
Support Staff:	Higher Level TA - Mrs J. Easter Teaching Assistant - Mrs C. Bridgeman Teaching Assistant - Miss R. Everett Teaching Assistant - Mrs T. McGarrell Teaching Assistant - Mrs F. Stoner	

<b>Narborough Church of England Primary Academy</b>		
Teachers:	<b>Hedgehog Class (R)</b>	Miss S. Taylor
	<b>Squirrel Class (Y1/2)</b>	Miss K. Mitchell
	<b>Badger Class (Y3/4)</b>	Ms H. Wright
	<b>Fox Class (Y5/6) &amp; Lead Teacher</b>	Miss C. Maskell
Support Staff:	Higher Level TA - Mrs S. Jary Teaching Assistant - Ms R. More Teaching Assistant - Mrs T. Yule Teaching Assistant - Mrs H. Cargill Teaching Assistant - Ms P. Griffiths Teaching Assistant - Mrs C. Smith	

<b>Sporle Church of England Primary Academy</b>		
Teachers:	<b>Robins (R/Y1)</b>	Mr T. Boote & Mrs K. Hoddie
	<b>Woodpeckers (Y2/3)</b>	Mrs J. Stainer
	<b>Kingfishers (Y4/5/6) &amp; Lead Teacher</b>	Mrs E. Willgress
Support Staff:	Higher Level TA - Mrs G. Schwarzenberger Teaching Assistant - Mrs P. Smith Teaching Assistant - Mrs S. Joplin Teaching Assistant - Mrs C. Scott Teaching Assistant - Mrs W. Henderson Teaching Assistant – Mr B. Powley	

**In addition, we have the following roles and staffing:**

<b>School:</b>	<b>Student and Family Support Team:</b>	<b>Admin:</b>	<b>Lunchtime Staff:</b>	<b>Premises Staff:</b>
<b>Castle Acre</b>	<b>SENDCO:</b> Mrs J. Stainer  <b>Parent Support Advisor:</b> Mr P. Reeve	<b>Academy Secretary:</b> Miss K. Howman	<b>Midday Supervisory Assistants:</b> Mrs T. McGarrell Mrs R. Colman Mrs F. Stoner	<b>Caretaker &amp; Cleaner:</b> Mrs P. O'Connor
<b>Narborough</b>	<b>Thrive Practitioners:</b> Ms R. More Mrs P. Smith	<b>Academy Secretary:</b> Mrs S. Brown	<b>Midday Supervisory Assistants:</b> Mrs J. Kneeshaw Mrs R. Footer Mrs C. Williams Mrs S. Barry	<b>Caretaker:</b> Mrs J. Kneeshaw <b>Cleaner:</b> Mrs D. Gook
<b>Sporle</b>		<b>Academy Secretary:</b> Mrs S. Cawkill Mrs C. Rose	<b>Midday Supervisory Assistants:</b> Mrs J. Jones Mrs D. Firmin Miss E. Sawyer	<b>Caretaker:</b> Mrs J. Ward <b>Cleaner:</b> Mrs J. Jones





## The Curriculum at The Nar Valley Federation of Church of England Academies

At The Nar Valley Federation Church of England Primary Academies, We believe the benefits of a balanced, engaging and well delivered curriculum is at the heart of a good education. We want to develop your child's thirst for learning, create skilled communicators, good readers and writers, alongside developing their imagination, creativity and confidence.

Our curriculum is creative, well balanced and topic based. We want every child in our Federation to have a happy, safe and inspirational engagement with education. We are passionate that every child enjoys the best opportunities to widen their aspirations, develop and stretch their abilities whilst nurturing their spiritual, moral, social and cultural development.

For information about our curriculum, please use this link:

<https://www.castleacre.norfolk.sch.uk/page/?title=Curriculum&pid=41>

Y	1	2	3	4	5	6	English
1 a	Under the sea Science and plants Ellie Simmonds Shark in the Dark	Changes within living memory Changing State Our Prime Minister Beatrix Potter	Healthy Eating Animals including Humans Jamie Oliver Cats by Eleanor Farjeon	Food and Farming Will-i-am Farmer Duck	Forms of transport Forces Henry Ford & Amy Johnson	Off to the Moon Space Tim Peake & Neil Armstrong	Poetry Fairytales
1 b	Superheroes Seasonal changes Mother Teresa	Safari Animals Virginia McKenna & Bill Travers Handa's Surprise	Famous Artists Materials Ade Adepitan The Jolly Postman By Janet and Allan Ahlberg	Local & contrasting locality (Non EU)  Grace Darling Julia Donaldson	Night and Day Light & Shadows Jessica Ennis-Hill Owl Babies by Martin Waddell	Seaside Holiday Seasonal changes Mary Anning	Instructions Information Text Labels, Lists, Captions Stories from similar settings Traditional stories
2	Arctic  Habitats Captain Scott	Remembrance Animals including humans Florence Nightingale & Mary Seacole Charlotte's Web by E.B White	Great Fire of London  Materials Samuel Pepys & Guy Fawkes	Into the Forest (Maps, routes and trails) Plants Steve Backshall The Owl and the Pussycat by Edward Lear	Geography weather and seasonal changes Environments Diversity & Michael Jordan The Dolphin Boy by M Morpurgo	Kings and Queens Cooking Queen Elizabeth I & Queen Elizabeth II The Worst Witch by Jill Murphy	Poetry Instructions Persuasion Non-chronological Reports Traditional stories
3	Egypt Light 3 Cleopatra & Howard Carter Egyptian Cinderella	Volcanoes Rocks 3 Stephen Hawkins The Firework Makers Daughter by Philip Pullman	British Values & UK Geography Forces and Magnets 3 John Lennon and Adele Bed in Summer by Robert Louie Stevenson	Local Study Nutrition Skeletons Muscle 3 Emily Davison Please Mrs Butler by Allan Ahlberg	Romans Evelyn Glennie Escape from Pompeii	Rainforests Plants 3 Bob Marley The Lion, the Witch and the Wardrobe by C.S Lewis Kapok Tree	Poetry Explanation Recounts Letter Writing Diaries Adventure/Mystery
4	Ancient Greece  Mo Farah & James Cracknell Odysseus The Greatest Hero of all By Tony Robinson	Frozen World Sound 4 Bear Grylls, Christopher Columbus & Scott Shackleton's Journey by William Grill	Stone Age- Iron Age Animals & Humans 4 Ghandi Stig of the Dump by Clive King	Take a Picture Electricity 4 Banksy Daffodils by William Wordsworth	Geo Fieldwork/Rivers States of Matter 4 Harry Kane The River by Valerie Bloom	Geography coasts Living Things 4 Water Cycle Nelson & Ellen MacArthur	Poetry Explanations Procedural Writing Persuasion Myths & Legends Play Scripts

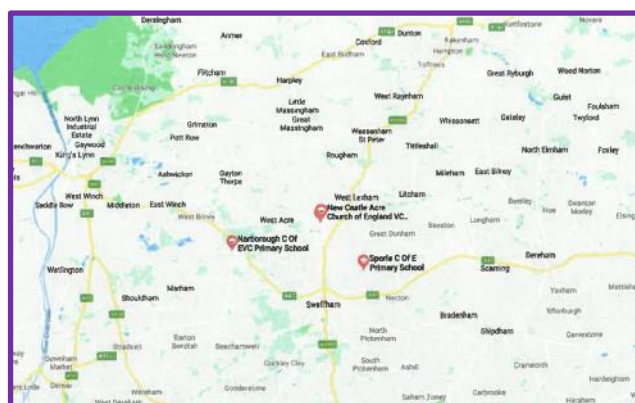
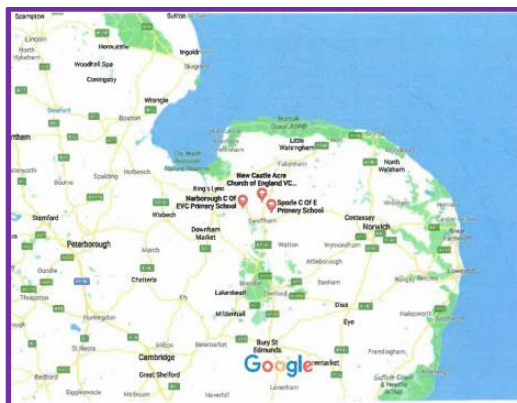


5	<b>Mayans</b> <b>Life Cycles 5</b> <b>Milala &amp; Ang</b> <b>San Suu Kyi</b> <b>Michael</b> <b>Morpurgo</b> <b>Kensuke's</b> <b>Kingdom</b>	<b>European</b> <b>Countries</b> <b>Properties of</b> <b>Materials 5</b> <b>Louis Braille</b> <b>The Jaberwocky</b>	<b>Crime &amp; Punishment</b> <b>Forces 5</b> <b>Elizabeth Fry,</b> <b>Charles Dickens &amp;</b> <b>Nelson Mandela</b> <b>The Highwayman</b>	<b>Local History -</b> <b>Tudors</b> <b>Electricity 6</b> <b>Anne Boleyn &amp;</b> <b>Henry VIII</b> <b>Shakespeare</b>	<b>World study and</b> <b>Mountains</b> <b>Ranulph Fiennes</b> <b>Charles Dickens</b>	<b>Young Enterprise</b> <b>&amp; Human</b> <b>Geography</b> <b>Light 6</b> <b>Alan Sugar,</b> <b>Richard Branson,</b> <b>Tim Berners-Lee</b>	<b>Poetry</b> <b>Journalistic</b> <b>Writing</b> <b>Persuasion –single</b> <b>sided</b> <b>Balanced argument</b> <b>Procedural</b> <b>Writing</b> <b>In/formal</b>
6	<b>Battle of</b> <b>Britain</b> <b>Humans</b> <b>Circulation 6</b> <b>Winston</b> <b>Churchill</b> <b>In Flanders</b> <b>Fields by John</b> <b>McCrae, If by</b> <b>Rudyard</b> <b>Kipling</b> <b>Letters from</b> <b>the</b> <b>Lighthouse</b>	<b>Evolution</b> <b>Evolution &amp;</b> <b>Inheritance 6</b> <b>Classification 6</b> <b>Charles Darwin</b> <b>The Midnight Fox</b> <b>by</b> <b>Betsy Byars</b> <b>Just So Stories</b>	<b>Anne Frank</b> <b>Oskar Schindler &amp;</b> <b>Hitler</b> <b>Silver Sword or</b> <b>Once/Then/Now</b> <b>Carrie's War</b>	<b>N&amp;S America</b> <b>Changes as you</b> <b>get old 5</b> <b>Obamas, Harriet</b> <b>Tubman &amp; Rosa</b> <b>Parks</b> <b>The Raven by</b> <b>Edgar Allan Poe</b>	<b>Space</b> <b>Space 5</b> <b>Tim Peake &amp; Brian</b> <b>Cox</b>	<b>Vikings</b> <b>Classification 6</b> <b>Boudicca &amp;</b> <b>Muhammad Ali</b>	<b>Poetry</b> <b>Biography</b> <b>Persuasion</b> <b>Diaries and Letters</b> <b>Informal/Formal</b> <b>Information Text</b> <b>Extending</b> <b>Chapters</b>

If you would like any further information on our curriculum, please contact the school office.



## Location:



We are in a beautiful location and we would love you to come and see us. Please contact us and let us show you what more The Nar Valley Federation can offer.

## Getting in Touch:

Phone: Castle Acre 01760 755305, Narborough 01760 338048, Sporle 01760 722393

Email: [office@castleacre.norfolk.sch.uk](mailto:office@castleacre.norfolk.sch.uk)

Headteacher: Mrs Kelly Scott (Executive Head)

Chair of Governors: Mr Mike Dwyer

Website: [www.narvalleyfederation.co.uk](http://www.narvalleyfederation.co.uk)

Ofsted Report: [View online at ofsted.gov.uk](http://www.ofsted.gov.uk)

Trust Website: [www.dneat.org](http://www.dneat.org)

## How To Find Us:

We are based in three small villages around the market town of Swaffham, each school is situated a few miles from the A47. The villages are shown on the above map, they form a triangle above Swaffham and are between 5 and 7 miles apart from each other.

## Academy Addresses:

Back Lane  
**Castle Acre**  
King's Lynn  
Norfolk  
PE32 2AR

Denny's Walk  
**Narborough**  
King's Lynn  
Norfolk  
PE32 ITA

82 The Street  
**Sporle**  
King's Lynn  
Norfolk  
PE32 2DR



## **The Diocese of Norwich Education and Academies Trust (DNEAT)**

**Vision:** The Trust aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. The Trust is driven by the moral purpose of making a significant difference to the outcomes of young people in order to best prepare them for their next stage of education and adult life. The Trust is focused on transforming young people's lives and therefore life chances by providing the perfect balance between excellent education and uncompromising pastoral care.

The Trust seeks to develop with its academies 'a system of continuous improvement and innovation that is simultaneously bottom-up, top-down and sideways' and through which it 'cultivates a culture of purposeful learning that is neither tightly controlled nor too loose' (*Michael Fullen*).

DNEAT is not simply a holding body for a series of largely autonomous units. Instead it creates opportunities for academies to learn from and support each other through: *shared purpose, shared leadership, shared systems, shared resources and shared accountability.*

DNEAT enables individual academies to work together in order to:  
*promote and sustain a culture of high expectation, rapid improvement and interdependency.*

DNEAT ensures that:  
*autonomy does not lead to isolation, diversity does not become a barrier to collaboration and accountability does not rely exclusively upon regulation.*

Nar Valley Federation is part of this family of academies.

### **This year our priorities are to:**

- Continue to raise standards  
*in reading, writing and maths and make sure that all children make as much progress as possible*
- Develop our workforce  
*via excellent training, and by identifying and sharing talent and best practice*
- Improving the way we communicate  
*with our academies at every level*

More detailed information about how this will be achieved can be found in the DNEAT Strategic Change Plan (*available for reference at interview*).





## What are the benefits of being part of DNEAT?

### I. Doing things right

#### Trust governance:

- Ensuring compliance with recognised governance practices and frameworks
- Development and dissemination of Trust Core Policies
- Small Schools Review response
- Clerking support and quality assurance
- Provision of Governor Improvement Associates
- Facilitating Academy Improvement Reviews
- Development of GovernorHub as a resource and a repository for the MAT

#### Local governance:

- Annual timetable of meetings, and resources (agenda/designed governor resources/templates/skills/self-assessment) to support local governors
- Development of Critical Guide to Questioning
- Quality assurance visits and reports
- Training – standard offer plus specific face to face training
- Chair of Governors' termly forum
- Bespoke support to each local governing body
- PEX/Complaints/Grievance Panels including clerking and support

#### Performance Management:

- Leading process of Headteacher Performance including write up of review and quality assurance across the Trust
- Teachers' appraisal data capture and statutory reporting to Trustees and Unions

### 2. Staying safe

- A cycle of safeguarding audits
- Health and Safety audits
- General Data Protection Requirement (GDPR) updates and training
- Rapid response to safety issues
- Support for HR concerns and liaison with EPM
- Finance support and budget management

### 3. Improving together

#### Quality and Accountability:

- Academies Group Executive Principal bespoke support and challenge
- Termly, quality assured Academy Improvement Review
- Annual Effectiveness Review (led by Ofsted inspector)
- Leadership capacity reviews as needed
- Quality Assurance of Local Governing Body function

#### Improvement and Development:

- Assess to DNEAT 'tools' (Single Change Plan format, Operational Overview format, Head teacher's report/SEF format, SOAP)

- Regular Ofsted updates
- Support before, during and after Ofsted inspection (and SIAMS inspection)
- Comprehensive Continuing Professional Development programme (100 events) to include moderation of work opportunities for all year groups
- Annual Staff CPD event
- Annual Support Staff CPD event
- Senior and middle leader networks (heads, deputies, SendCos, Subject leads, Early Years Leads)
- Head teacher Regional Alliance
- Brokerage and subsidy of Better to Best offer (linked to regional priorities)
- Externally brokered Pupil Premium Reviews and Impact Assessments
- Externally commissioned Trust wide GL Assessments
- Bespoke Trust wide opportunities (Shirley Clarke – Assessment for Learning)
- Assessment and data analysis support
- HMI project
- Involvement in Strategic School Improvement Funded projects
- Trust wide celebrations – The Big Sing

**And that's not all!**





## DNEAT Model of Learning-Centred Leadership

### Principal Foundation:

- DNEAT's approach to improvement is driven by Christian mission, values and principles. This brings **purpose** to leadership at *all* levels across the organisation, including within and beyond individual academies.
- DNEAT expects leaders to exhibit the **character** required to be 'servant' leaders within their community for the benefit of the children in their care; whereby Christian distinctiveness becomes the principle foundation of their work in improving outcomes and raising standards.
- In order to maximize the influence and impact of its leaders DNEAT promotes a model of learning-centred leadership. This provides a relevant and sharply focussed framework for values-led improvement.

### Learning-centred leadership:

DNEAT expects that leadership across the Trust will involve a strong commitment and concern for pupils' learning. Expressed another way, what is distinctive about school leadership, compared to the leadership of other organisations is that it is centrally concerned with improving pupils' developments and achievements.

Research tells us that school leadership has significant effects on student learning, second only to the effects of the quality of the curriculum and teachers' instruction. Leadership is therefore most powerful and potent when it focuses on developing pupils' learning and strengthening teaching. This is why the idea of learning-centred leadership is so important.

DNEAT will therefore establish, promote and support a climate of high achievement through learning-centred leadership by enabling leaders to make excellent decisions about:

- What is taught (curriculum)
- How it is taught (pedagogy)
- How it is assessed (formative and summative assessment)
- How learning is delivered and resourced (organisation)

Although Headteachers can draw on others for this process they must be seen to be confident about these issues and their implications. If learning is at the centre of the school's purpose they need to know what is happening within classes and among individual pupils and ensure the efforts of all staff are focused on pupil learning. In order to create the right capacity for Headteachers to make this their primary function DNEAT will strip away as far as it is able, other leadership responsibilities delegated through the Education Reform Act of 1988 which introduced Local Management of Schools (LMS); for example, by introducing efficiencies through the procurement of external services such as HR, joint-purchasing and back-office finance functions.



DNEAT will also seek to recruit and develop leaders who have knowledge of and technical excellence in teaching and can provide themselves, or recognise and encourage skills in others, for learning and assessment. This priority will underpin other ways of working, such as through the support and challenge provided by the AGEPs. It will dominate the way they communicate, the way they collect and review data, respond to staff development issues and shape the culture and structure of the academies they work with. In effect, they will model the learning-centred leadership we expect of those who lead our academies.

DNEAT will enable school leaders to work with and through others to influence teachers' practice through learning-centred leadership. In doing so, DNEAT will promote three powerful tactics for leaders to use:

- Modelling
- Monitoring
- Dialogue

These represent the essential methodology required to successfully implement whole school decisions to improve the curriculum, pedagogy, assessment, their organisation and delivery.

Finally, DNEAT will systematically seek through its succession planning strategy, to identify, develop and utilise leadership talent in a way that builds capacity, competence and character through servant and learning-centred leadership. It therefore seek to recruit and grow individuals who understand that:

- Leadership is *contextualised* because where they are affects what they do as a leader. There is no one way to be successful in all situations. Outstanding leadership is exquisitely sensitive to the context.
- Leadership is *collaborative* because we need leaders who can work together and learn with one another in order to share effective practices both in and beyond their academy.
- Leadership is *distributed* because we think about leadership rather than just the leader. Belief in the power of one has given way to the belief in the power and reach of everyone.
- Leadership is about providing a *sense of direction* to know where you are going. Good leaders 'see ahead', 'see behind', 'see above', 'see below', 'see beside', 'see beyond' and significantly 'see it through' (Henry Mintzberg 2003). They are aware of what is happening outside the school which will have implications for what goes on inside it and are capable of implementing change even when it is difficult to do so.