

Welcome to Colmore Infant and Nursery School

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Colmore Infant & Nursery School Prospectus 2024 –25



Meet Our School Leaders



Mrs. T Lakey
Head Teacher



Mrs. A Etheridge
Deputy Head Teacher
Inclusion Lead



Mr. R Dipple
Assistant Head Teacher /
Colmore Training Schools
KS1 Lead



Ms. R Farmah
Assistant Head Teacher
EYFS Lead



Mrs. S. Fleming
Head of Year 1 &
English Lead



Mr. A Sewell
Head of Year 2 &
Maths Lead



Mrs. E. Morris
SENDCo



A Message from Our Head Teacher



When you visit Colmore, we hope that you will see that we aim to provide the children with an environment that is caring, stimulating and academically challenging for them.

The staff and governors believe that each child who attends our school is a special person who has skills to be developed, curiosity to be encouraged, difficulties to be overcome and goals to be achieved.

We work hard to ensure that your child will develop a love of learning and the self-confidence to approach a wide range of situations both in and out of school.

Mrs. T Lakey Head Teacher

Our History

Colmore Infant & Nursery School opened in 1909 and has successfully educated children for over a century. Many of the children that attend our school have followed in their parent's and grandparent's footsteps. We know that there is a strong community that support the school and our reputation for maintaining a caring alongside doing the fun things well- like the arts, make us a popular choice locally.

We remain committed to developing our children as well rounded individuals who become sought after by our local secondary school and highly employable young adults. Most importantly we want our children to be happy and develop a real love of learning. We know that academic success relies on children being happy and confident.



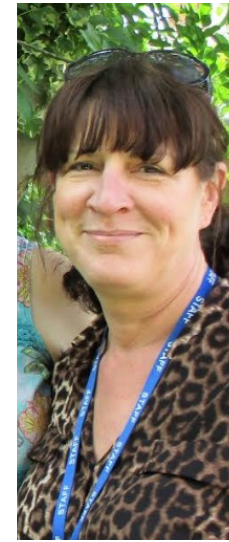
Meet Our Office Team & PTA



Mrs. R Ballett
Office Manager



Mrs. S Fisher
Bursar/HR Manager



Mrs. S Foster
Secretary

PTA

The school shares a very active parent's association with the Junior School.

There are regular social functions for adults, as well as fund raising events such as the Summer and Christmas Fair. Donations are regularly made to both schools to help with the resourcing of curricular areas.

If you are interested in supporting Colmore PTA in their ventures, please contact the school office or you can email: colmorepta@gmail.com or look on the website: www.colmorepta.org.uk



Ready, Steady School

These are the skills that will really help children to settle into school

- Say a happy goodbye to their grown up in the morning at the bottom of the ramp
- Try their best to be kind and caring to friends
- To use their words to stay safe and share their thoughts and ideas
- Attempting to manage their own personal hygiene/toileting independently
- To eat and drink with increasing independence (We're a water only school.)



'What to expect, when?' Guidance to your child's learning and development in the Early Years Foundation Stage is available online- link on school website.

To ensure the best start to your child's education we undertake home visits and stay and play sessions in the summer term.

We provisionally place the children into four classes whilst we get to know everyone and have the opportunity to assess their needs.

The Colmore Family

ACE

Our Classes

We have 4 classes in each year group each with 30 children. We also have a nursery with part time and full time children attending

Each class has a teacher and a teacher assistant in Reception. Elsewhere in the school each class has a teacher and has planned time with a teaching assistant. The Early Years also has access to an outdoor classroom area which is used all through the year.

R.E. and Worship

At Colmore we recognise that many beliefs, traditions and religious backgrounds are represented, including those families who do not follow a particular faith. All individuals are equally valued and we encourage acceptance, tolerance and inclusion for all pupils and staff.

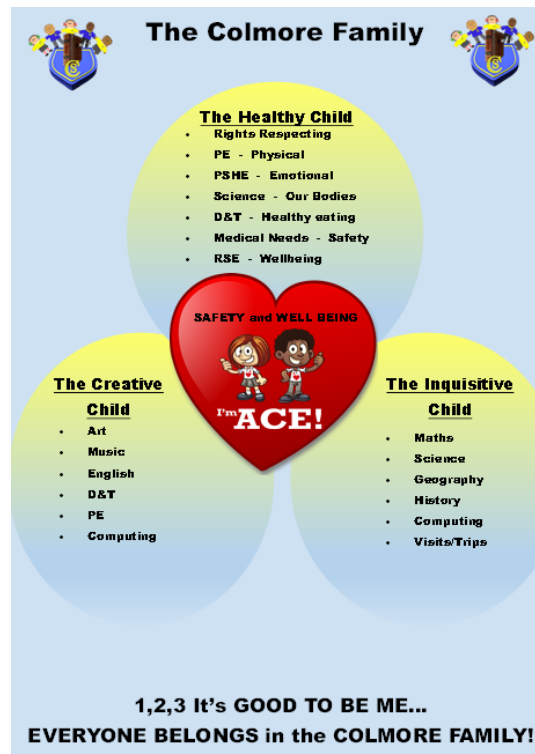
Religious Education (RE) is taught in accordance with the Birmingham Agreed Syllabus and the opportunity for collective worship occurs daily. Parents have the right to withdraw their children from RE or Collective Worship.

BROAD and BALANCED curriculum - INTENT:

We want every child within our 'Colmore Family' to succeed and to achieve in to the best of their ability, whoever they are and whatever their starting point. Our 'three circles' which sit at the centre of our child centred curriculum invite our children to be **INQUISITIVE, CREATIVE and HEALTHY.**

We want our children to learn whilst having fun; feeling motivated and engaged in their learning. We want to equip our pupils to develop and nurture their talents and interests, empowering them to learn new concepts, skills and knowledge in a purposeful and exciting curriculum whilst supporting them on their future learning journey. Every child at Colmore is unique and should be enabled to be 'ACE' and feel ...

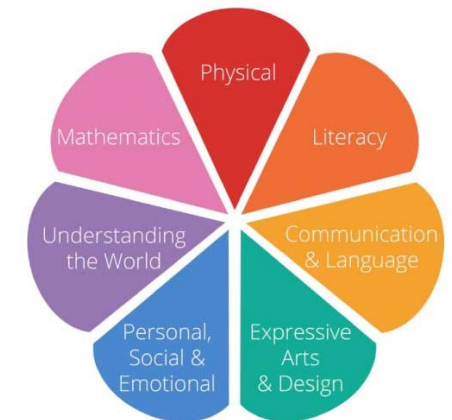
'ACE' – 'AMAZING... CONFIDENT... EXPERTS'.



Early Years Foundation



EYFS seven areas of learning



The Early Years Foundation Stage curriculum has been revised for 2021. The seven areas of learning and effective practice (see right) are at the heart of the curriculum at Colmore.

At Colmore infants and nursery school we are proud of the rich, broad and balanced curriculum that challenges and promotes safeguarding and ensures progress for all pupils for their first steps within their learning journey to achieve the best outcomes they can from their starting points.

Our 'I'M ACE' curriculum invites our children to be **inquisitive**, **creative** and to be **healthy**. We focus on the whole child, we encourage children to be independent, to have fun, play and explore, be active and think creatively through a range of learning opportunities, both indoors and outdoors, that are flexible to follow the pupil's unique interests and needs.

The themes and principles are at the heart of the curriculum at Colmore.

Our seven areas of Effective practice are:

1. The best for EVERY child
2. High-Quality care
3. The Curriculum: What we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function

Key Stage 1 Overview



Curriculum

We really pride ourselves in our rich curriculum.

Core Subjects; English, Maths, Science and R.E. are taught along with **Foundation Subjects;** History, Geography, Computing, Design Technology, Music, PSHE and Art.

All of these subjects are included in our ACE Curriculum enabling children to be

INQUISITIVE, CREATIVE and HEALTHY. There are enrichment weeks planned across the year to support these key areas.

Our skilled practitioners constantly strive to provide a rich and varied experience for pupils.

What sets Colmore apart are our varied curriculum enrichment activities and themed weeks which we hope proved motivation, enjoyment and inspiration for our children.

We teach using a thematic approach that ensures that we teach the requirements of the National Curriculum but they link to our many topics. This ensures that children make connections between subjects and hopefully see a purpose to their learning.



Key Stage 1

English

At Colmore, English is at the heart of everything we do and skills in reading, writing, speaking and listening are taught across the whole curriculum.

We actively encourage and greatly value parental involvement and believe it has a real impact on children's achievement.

Reading: We promote a love for reading by providing a wide range of engaging texts and support all children in developing the skills they need to 'learn to read' so they become passionate, independent readers who can 'read to learn'.

Phonics: *'Little Wandle Letters and Sounds Revised'*

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers. In Reception are taught to read and spell words using Phase 2 and 3 GPCs, and words with adjacent consonants (Phase 4) with fluency and accuracy.

Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.



Handwriting:

Children learn that each letter of the alphabet belongs to a different 'family'. Curly caterpillars, long ladders, one arm robots and zigzag monsters!

They are taught to think about the size of letters in relation to each other and whether they 'sit' on or go under the line.

Children are awarded their Handwriting Hero and Heroine certificates when each letter is formed correctly and of a consistent size.

Cursive' In Year Two, children who are Handwriting Heroes go on to learn how to join.



Writing:

Children are encouraged to be confident and independent writers and are supported in writing for a variety of meaningful purposes, in all subjects across the curriculum. As they progress through Key Stage One, they become more reflective and aware of a range of 'audiences', writing through a reader's eyes.

Writing lessons provide strong opportunities for orally rehearsing language and sentence structure, through drama and discussion. Staff model a high standard of handwriting, as well as content. The importance of spelling, punctuation and grammar is emphasised in all writing opportunities.

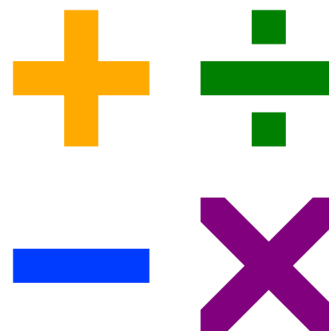
We use a system of visual writing targets so all children know their next steps.

[See our website for detailed information and resources.](#)



Key Stage 1

Maths



Maths

For the teaching of maths at our school, we follow the Early Years Framework and the National Curriculum for Key Stage 1. Children are given the opportunity to explore the maths that they may come across everyday, and develop key life skills through our curriculum.

Our aim is to develop confidence, enthusiasm, stamina and a great interest in number, not just at school but in the wider world. We wish the children to learn to apply the mathematical concepts that they practise at school to everyday situations e.g. going shopping, following a recipe, measuring lengths, counting money and so on.

The aims of the National Curriculum for maths underpin all elements of the maths teaching at school.

- *become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately*

- *reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language*
- *can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions*

Our approach combines concrete and pictorial strategies followed by abstract Maths practice. Children are encouraged to use a range of resources to develop their understanding of the many representations of number and to develop 'number sense' (the 'fiveness' of 5 etc). The children move from using manipulatives such as counters or cubes to represent a number, to drawing representations or working mentally by the end of Key Stage 1.



Inclusion & Special Educational Needs



At Colmore our aim is for all children to reach their full potential. Whilst most children are able to do this through high quality class teaching and our usual curriculum, some children need additional support and are considered to have Special Educational Needs (SEN).

Please explore the different sections for more information. All procedures are in line with the 2014/15 SEN Code of Practice.

What kinds of special educational needs (SEN) does the school make provision for?

At Colmore, we make provision for pupils who have any identified SEN need from within those in the table below. We know that some pupils will have difficulties in more than one of these areas and we will always do our best to meet their needs. This information acts as a guide but the things we do will vary and actual support will be based on the specific needs of each pupil.

What extra-curricular activities can a pupil with Special Educational Needs access at school?

All children have access to our extra-curricular activities, both during the school day at lunchtimes, or before/after school which may include Sports Clubs, Glee Club, Dance Club etc. Often children are invited to attend if we feel they may benefit. Where appropriate and possible, adjustments will be made to ensure all children and young people with special educational needs are fully included in these activities.

Adaptations are made when required for any school trips which may include parental attendance, dietary requirements, pre-tutoring, resources (e.g. ear defenders for theatre trips) and/or a chance for parents to discuss the trip with staff beforehand. A risk assessment will always be carried out and trip arrangements will be checked and agreed by a trained Educational Visits Coordinator prior to a visit taking place.

Further information, including the role of school governors and our complaints procedure are available on our website.

Assessment & Reporting



Reporting to Parents

There are three scheduled Parents Consultation Sessions across the school year and a formal written report sent home in July. We encourage all our parents and carers to attend the first two sessions and invite those who want to come to discuss the end of year report to the third. Staff aim to be approachable at all times and we urge parents with concerns to arrange a time with teachers to discuss any issues, informally although we ask that this is not at the beginning of their school day when staff are greeting the children and ensuring that they get safely into school.

Teacher regularly assess pupils attainment and progress to ensure that the right provision is made for them to achieve their next steps.

The children are assessed at the end of the Foundation Stage (Reception) and this information is used to closely monitor their progress as they move through Key Stage 1 (Years 1 and 2).

The children are formally assessed in the National Phonics Screening that happens at the end of year 1. Teachers in year 2 use more formal test booklets in order to see which gaps they need to fill. Our aim is to keep assessment as low key as possible.










More information, including videos are available on our website.





2019 national curriculum assessments

Key stage 1

Phonics screening check

Pupils' materials

Section 2	
brend	
throst	
stret	
spraw	

Section 2	
label	
vanish	
blossom	
thankful	

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Colmore Training Schools



School Improvement

We are an official provider of **Initial Teacher Training** and work closely with The South Birmingham SCITT (**School Centred Initial Teacher Training**) based at Solihull Sixth Form College.

We have trained some excellent teachers here over the years, many of whom now teach in the Colmore Schools.

Many of our Lead Practitioners and Subject Leads deliver training for aspiring teachers and write and deliver courses for fellow professionals.

School Improvement

Each year every school is asked to produce a School Improvement Plan (SIP). This is an important document that targets improvement teaching, learning and assessment and other aspects of school life. Our SIP is divided into sections and the main whole school targets are shared with the staff at the beginning of each academic year. We then set an In Service Training programme (INSET) to support the development of our stakeholders' understanding of how to improve in those targeted areas. All subject holders produce individual subject development plans and audit reviews as an appendix to this document. In recent years there has been a heavy emphasis on developing safeguarding procedures in and around school.

The School Day

Term Dates

School Year 2024 to 2025

Autumn Term 2024

Term Starts: Monday 2 September 2024

Half-term: Monday 28 October 2024 to Friday 1 November 2024

Term ends: Friday 20 December 2024

Spring Term 2025

Term Starts: Monday 6 January 2025

Half-term: Monday 17 February 2025 to Friday 21 February 2025

Term ends: Friday 11 April 2025

Summer Term 2025

Term Starts: Monday 28 April 2025

Half-term: Monday 26 May 2025 to Friday 30 May 2025

Term ends: Monday 21 July 2025



Times of the Day (Reception, Years 1 and 2)

8.45- AM - 3.15 PM

Nursery

Morning Session: 8:35 AM - 8:50 AM (Flexible Drop Off); 11:25AM - 11.35 AM Flexible Pick Up

Afternoon Session: 12:20 PM - 12.35 PM (Flexible Drop Off); 12.40 PM - 3.10 - 3.20 Flexible Pick Up

Full Time Sessions: 8:35 AM - 8:50 AM (Flexible Drop Off); 3.10 - 3.20 Flexible Pick Up



A Healthy School

All infant children receive a piece of fruit each day (free of charge) and milk is offered to reception children.

Children will need to bring a water bottle to school each day and we ask this should ONLY contain water and not fruit juice or squash. (All infant aged children are also entitled to a free school lunch)



Birthday Celebrations

We ask that parents do not send sweets, biscuits or cakes into school to celebrate birthdays etc. as we wish to promote the 'Healthy School' ethos and cater for children with allergies.

We suggest that parents who wish to celebrate birthdays in this way send in a book for our library which staff will be happy to receive and share in class. There are times when 'treats' are allowed in school for parties etc. and we will always let you know about these times in advance.

Our Values



Our School Values

At Colmore we all have RIGHTS. All of the **RIGHTS** help to keep us **SAFE** and to look after ourselves and each other.



Our SCHOOL Values also help to keep us **SAFE**.

These are our Values;

1. We are KIND and CARING
2. We CARE for OURSELVES
3. We CARE for EACH OTHER
4. We CARE for OUR SCHOOL
5. We use OUR WORDS (to keep us SAFE!)



UNICEF

Pupil Voice



Colmore Infant and Nursery School is a **'Gold Award'** winning school. We are really proud of the fact that respecting individual's rights is embedded in all that we do.

"Rights are the things every child should have or be able to do. All children have the same rights. Almost every country has agreed to the 'UN Convention on the Rights of the Child'."

UNICEF is the world's leading organisation working for children and their rights. In 1989, governments worldwide promised all children the same rights by adopting the UN Convention on the Rights of the Child. These rights are based on what a child needs to survive, grow, participate and fulfil their potential.

At Colmore Infant and Nursery School, we have committed to building a 'rights respecting environment.' This is something that a number of schools are doing both nationally and locally. The school will successfully promote the values and principles of the 'United National Convention on the Rights of the Child' and this will be used to underpin our school improvement. We will be reviewing our school Policies and practise with reference to the convention. The children are always our top priority and their best interest are always at the heart of Colmore.

The Rights Respecting will build upon our values and continue our positive progression at Colmore to create an even more wonderful learning environment. Everyone involved will be respectful of each other and understand the responsibilities they have to one another and themselves. The children vote for two **Rights Rangers** in each class. These **Rights Rangers** collect pupil's view and opinions, share them with staff and this in turn helps to shape school policy and practice.

<http://www.unicef.org.uk/>


TIAAS

TIAAS – Trauma Informed Attachment Aware Practice


Colmore Infant & Nursery School is an accredited **GOLD** award TIAAS school. An Attachment Aware school promotes resilience, values relationships, supports vulnerable children to recover from trauma and promotes the development of emotional literacy and self-regulation. The ability to self-regulate is integral to positive emotional well-being and mental health. Our children are supported and encouraged to keep themselves safe and to be safe in their behaviour towards others.




Our EMOTION COACHING Plan...“Every Day is a New Day!”

1.  All of our children are ‘wise owls’

If a child is not making good choices, is misbehaving or not being kind and caring towards others then it is likely that there is an underlying cause (anxiety, fear, frustration, tiredness) and they are in ‘scaredy cat’ mode

2.  (scaredy cat) = child/children reminded of the rules and expected behaviours. Emotion Coaching toolkit and strategies used alongside Rights Respecting class charter. ‘Time to calm and time to talk’ should be prioritised if needed.

Sometimes children experience heightened ‘big’ emotions which result in ‘fight/flight/freeze’ responses – hurting themselves or others, running away, hiding, withdrawing etc. When this happens they are in ‘dino brain’.

3.  (Dino Brain) needs– de-escalation, calm down time using the Emotion Coaching toolkit with a key adult and access to a ‘safe space’.

Pupil Premium Sports Premium



About the PE and Sport Premium

Schools have a central role to play in supporting all children and young people to live healthy active lives. This is particularly true of primary school where the foundations of positive and enjoyable participation in regular physical activity should be established.

Crucial to achieving this is ensuring that pupils have access to at least 30 minutes of physical activity during the school day, alongside high-quality PE provision taught by confident and knowledgeable teachers and opportunities to experience and participate in a wide range of sports and physical activities. PE and sport premium grant funding should be used by schools towards these aims.

The Government give local authorities PE and sport premium funding for maintained schools in 2 separate payments.

We use the PE and sport premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport

The money will be spent on staff training, through partnerships with other local schools; Bishop Challoner Sports College, employing sports and dance coaches to model a range of P.E delivery to staff and delivering high quality INSET.

We have been able to increase the confidence, knowledge and skills of all staff in teaching PE and sport through:

Working alongside the Sports Coach at Colmore Infant and Nursery School.

Team teaching with our PE Specialist Lead for Education and Subject Lead.

Attending Bishop Challoner CPD – Bronze - Mr D. McDermott who is the School Games Organiser (SGO)

Mr Coughlin gaining qualifications including; L5 Primary PE qualification.

School membership of the Association for Physical Education.

Uniform & P.E. Kit



School Uniform

In consultation with the Governing Body, we aim to encourage all children to wear school uniform of a royal blue top (sweatshirts, jumpers or cardigans), white polo shirt and grey or black bottoms.

During hot weather children may wear shorts, t-shirts, summer dresses, skirts or trousers in blue/white/black.

Nursery children are encouraged to wear a yellow polo shirt and sweatshirt and in hot weather yellow/white summer dresses / shorts.

Sweatshirts with the school badge can be ordered from the school office. For safety reasons, children should wear flat, sensible footwear.

It is important that all items are clearly

P.E. Kit

Children need to come to school wearing their PE kit on their PE days. The kit is a white T shirt, black or blue shorts /leggings or joggers and pumps.



School Meals

Meals

All Infant children can receive a free school meal. A typical menu can be seen below. There are always meat/fish, vegetarian and lighter options available. A salad bar is also available.

Sample Menu

Colmore Infant and Junior Schools
Menu is subject to availability

YR1 & YR2 15/04/2024	Monday Chef Choice	Tuesday Fishy Tuesday	Wednesday Best of British	Thursday World Foods	Friday Fruity Friday
Main Option 1	Beef Bolognese With Garlic Bread	Battered Cod with Tomato Sauce	Roast Chicken, Yorkshire Puddings	Beef Meatballs & Tomato sauce	Pepperoni and Cheese Pizza
Main Option 2	Tomato & Basil Sauce With Garlic Bread	Cream Vegetable Lattice Slice	Roast Vegan Quorn, Yorkshire Puddings	Plant Based Meatballs & Tomato Sauce	Cheese and Tomato Pizza
Lighter option	Baked Potato with Vegetable & chick pea Korma Curry	Tomato Soup & Crusty Bread Roll	Three Beans Chilli With Rice and Pitta bread	Vegetable Samosa Rolls & Savoury Rice With Mint Yoghurt	Cheese sandwich & Crisps
Carbohydrate/ Vegetable	Wholemeal Pasta	Mashed Potatoes	Roast Potatoes	Wholemeal Spaghetti / Garlic bread	Chips
	Steamed Carrots	Peas	Steamed Broccoli/ Baby Carrots	Carrots	Reduced Sugar & Salt Baked Beans
	Broccoli, Cauliflower & Baby Carrot Medley	Sweetcorn	Cauliflower Cheese	Roasted Mediterranean Vegetables Medley	Assorted Fruit Bags
Salad	Assorted Salad	Assorted Salad	Assorted Salad	Assorted Salad	Assorted Salad
Breads	Assorted Bread	Assorted Bread	Assorted Bread	Assorted Bread	Assorted Bread
Dessert	Pancakes & Sauce	Assorted Fruit Yoghurts	Mini Muffins & Custard	Fruit Jelly & Cream	Ice cream
	Fruit Basket	Fruit Basket	Fruit Basket	Fruit Basket	



Behaviour, Values & Safety

Behaviour and Values

Our intent is for all children to thrive in an environment where there are high expectations for behaviour and conduct. Where every child feels like a valued member of the Colmore Family community who is important in their own right and has something special to offer; having the right to be treated without prejudice in a safe, healthy and nurturing school environment.

At Colmore we believe that **behaviour is the *collective responsibility of governors, staff, parents and children.***

Overarching the VALUES are the UNICEF RIGHTS. The RIGHTS are in place to keep us SAFE.

1. We are **KIND** and **CARING**
2. We **CARE** for **ourselves** (*"I'M ACE!" / Keeping myself safe*)
3. We **CARE** for **each other** (*"WE'RE ACE!" / Looking after each other*)
4. We **CARE** for **our school**
5. We **USE OUR WORDS** to **KEEP US SAFE** (*& actions*)

Safety - Parents are requested not to park their cars on the zigzag lines outside the school gates. To do so may endanger the life of a child.

Parents are also asked not to use the school car park when picking up or dropping off children as it is dangerous for pedestrians on the school site.

Parents or responsible adults may collect children from school in an emergency - but must sign the "Signing Out" book in the main school office. Parents will be notified in writing of any foreseeable variation in the school hours. Verbal messages will not be sent via children.

Should a sudden emergency arise such as a breakdown in the heating system, every effort will be made to contact parents so that arrangements can be made for the children to go home. Any children for whom arrangements cannot be made will be looked after at school until the end of the session. We use a text messaging and email notification service to contact you in exceptional circumstances.

The school gates in Colmore Road will be locked during the school day and now operate on an electronically operated gated system. An internal fence is present around the site to funnel visitors to the main offices. CCTV cameras are in operation covering the other two main entrances to the site and other vulnerable areas of the school. This is monitored throughout the day.

Online Safety (e-safety)



The internet is a brilliant place to learn and explore, just remember to always be **SMART!**

S IS FOR SAFE
Never give out personal information to strangers on the internet. Personal information includes things like your home address and your birthday.

M IS FOR MEET
Never ever meet up with a stranger you have met online unless a parent or guardian has said it is ok and is present. Never, never, never, never, never.

A IS FOR ACCEPTING
Don't open emails from people you don't know, they could contain viruses. If you get a strange email from a friend and you think they might have a virus make sure you let them know!

R IS FOR RELIABLE
Don't believe everything you read online, check your facts! Did you read it on a reliable website like the BBC? Are other websites saying the same thing? Does it tell you where they got the information from?

T IS FOR TELL
If you have an online safety problem, make sure you tell someone. Tell a parent, guardian, or teacher as soon you can.

purple mash

Overview of e-safety at Colmore Infant and Nursery School

At Colmore Infant and Nursery School we take internet safety very seriously and the children learn about potential dangers in an age appropriate way. We value the internet as a valuable learning tool and school access is heavily filtered. Internet access is always supervised in school whether the children are working on computers or tablets.









It is important that children are made aware of potential dangers and what to do if they encounter them. This is more likely to occur out of school than on our filtered network and we strongly advise that children are supervised when accessing the internet out of school too. It is a fact that children are accessing the internet at a younger age than they were only a few years ago, especially those with older siblings.

Our curriculum begins in the Early Years and develops through Key Stage 1, it covers knowledge, skills, behaviours and attitudes across eight strands of our online lives; self-image and identity, online relationships, online reputation, online bullying, managing online information, health, well-being and lifestyle, privacy and security, copyright and ownership.

Further Information

There is a detailed description of our e-safety curriculum on our website along with some useful websites you may wish to look at.



 i Self-Image and Identity	 i Online Relationships	 i Online Reputation	 i Online Bullying
 i Managing Online Information	 i Health, Well-being and Lifestyle	 i Privacy and Security	 i Copyright and Ownership

Contacting Us

Contact Details

Colmore Infant & Nursery School

Kings Heath,
Birmingham,
B14 6AJ

Telephone: 0121 464 2820

Email: info@colmoreinf.co.uk
(Mrs. T Lakey - Head Teacher)

Website: <https://www.colmoreinf.co.uk>



The federated Governing Body of the Colmore Schools is made up of parent governors, Local Authority representatives, staff representatives, and co-opted governors.

The Governors

Kevin O'Neil : Chair of Governors

Please see the School website for list of governors and their responsibilities



What does the Governing Body do?

The Governing Body works in partnership with the school. It oversees and approves such policies as special needs and charging for school trips. It is responsible for ensuring the National Curriculum is taught and monitored.

The Governing Body works with the Executive Head Teachers and Head of School to determine how the school budget should be spent. This is linked to the School Improvement Plan. Under Local Management of Schools, schools have control of their own budget.

The Governing Body is responsible for running the school within that budget which includes spending on salaries, educational resources, services and building maintenance.

If you are interested in becoming a governor now, or at any time in the future please contact the executive head teachers or Chair of Governors for further details.

Partnership

The Governing Body provides a voice for the school to support its aims and to educate our children to their full potential. We need parental support to do this effectively. Parents, governors and the school working together present a formidable force to protect and improve the educational standards our children deserve.