



Raising Attainment



Raising Aspirations



Bolsover CE Junior School

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School Prospectus 2016-2017



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This prospectus has been produced for those parents whose children will be new to the school next year, and for those who wish to find out more about the school. The information included will tell you something about Bolsover CE Junior School, its aims and objectives, organisation, management and curriculum, but it is only an introduction. You will learn more about the school and its activities from the school website, the weekly note home, meetings with staff and visiting the school.

We would like all our parents to feel welcome and to be a part of the school and, by encouraging a close relationship between teachers and parents, provide a suitable environment for each individual to develop academically and socially.

If you have any concerns or problems at any time, please contact us and we will endeavour to assist. We believe we have a school that meets the needs of the community where children have the opportunity of participating and excelling in a wide variety of ways.

We hope that by working closely together, we can ensure that Bolsover Junior School is a place where parents, teachers, visitors and, most importantly, the children all enjoy coming.

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Our School Vision Statement

The vision is one of pupils who, by the time they leave our school, will be informed, self-motivated and responsible citizens, working in a skilled and creative way with integrity and thoughtfulness. Pupils will leave our school with a sense of well-being and happy, positive memories of their experiences and achievements. They will be active learners who are able to tackle problems. They will be equipped to live comfortably with everyday demands of literacy, numeracy, technology and a moral and spiritual awareness. They will be confident, secure and discerning young people with positive attitudes that will prepare them well for life in the community and wider world.

Pupil Voice

Within our school pupils are consulted and influence the running of the school, the pupil voice is wide and includes the aspiration that every child can get involved and make a difference to improve their school and their learning. It also involves partnerships, professionalism and good communication between all members of the school community. The School actively encourages pupils to be leaders or partners and be involved in the range of activities including: class monitors, office monitors, assembly monitors, school librarian, litter picking and tuck shop monitors.

School Ministers & Parliament

The school ministers in year 6, for Teaching and Learning, Environment, Lunchtime, Communication, Behaviour and Animals oversee the pupil voice in school with a variety of responsibilities including interviewing new staff and conducting pupil questionnaires. As the oldest and most mature pupils in school they set an excellent example as role models for younger children. Other children in school have the opportunity to undertake a variety of other roles to contribute to the school community.

Church Council & Rising Stars

During school time, these two groups join together to plan and prepare acts of worship, share their ideas and opinions as well as judge the effectiveness of the acts of worship. Within school, the Church Council are also available for other children to share their views on acts of worship with, talk to if they have a problem or provide assistance in the delivering of Collective and Class Worship. Members of the Church Council and Rising Stars understand the importance of the values which are explored within school and demonstrate these clearly in their desire to raise money for charities, such as Action Aid and Barnardos. Each year, the Church Council work closely with these charities to organise and run events and competitions to raise money to help those less fortunate than

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General Information

Office Hours 8.30am – 4.00pm

School Day

School starts 8.55am
Morning break 10.45 – 11.00am
Lunchtime 12.00 – 1.05pm
School finishes 3.30pm

Please note that pupils will not be supervised on the playground until 8.45am.

No dogs should come onto the school grounds.

We also have a no smoking policy. Where possible, parking in the car park should be kept to a minimum.

School Uniform

All pupils are expected to wear our school uniform.

Red sweatshirt or cardigan
White polo shirt or shirt
Charcoal grey or black or navy trousers, shorts, skirt or pinafore dress
Red and white checked dresses during the warm months
Plain black flat heeled shoes or black trainers with no logos
Black or brown boots for the winter

months

Sweatshirts, cardigans and fleeces are available to purchase from the school office.

PE Kit

All pupils are expected to wear our school PE kit.

Red shorts
White t-shirt
Black plimsolls
Trainers for Outside

Shorts and t-shirts are available from the school office.

All pupils with long hair will be asked to tie hair back with an elasticated bobble.

Children will be asked to remove watches and earrings for PE lessons. If this is not possible then this should be discussed with your child's class teacher and tape will need to be provided. However, earrings are not allowed to be worn for swimming. Please be aware of this when considering having your child's ears pierced.

Jewellery

Children should not wear jewellery for school except for a watch and if ears

are pierced, studs or small sleepers. The school can not take responsibility for loss of earrings or jewellery, or damage to ears.

School Bags

We ask that children do not bring big bulky bags into school as we have limited cloakrooms. A small book bag, which we have for sale in the office, is ample for storing a reading book, letters and homework to and from school. PE Kit should be sent to school in a bag and remains in school until the holidays when it is brought home to be washed. Mobile phones are not permitted in school. If it is necessary to bring a phone to school, please leave this in the office with Mrs Kelley.

School Dinners

We offer a gold standard family dining service at lunchtime. All pupils will sit down to a meal with their friends for 30 minutes. Pupils can opt in and out for dinner each day. Some children prefer to stay on dinners and

others like to choose their favourite meals each week. Please send your child with their dinner money of £1.90 (subject to change) each day in a labelled envelope. If your child prefers to bring a packed lunch they will place it on the lunch trolley before school, which is then stored in a cool dark place until lunchtime.

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Administration of medicines in school

It is necessary to clarify the position of administering medicines at school so that no mis-understanding may occur when children are ill, or recovering from illness.

- i. It is not the responsibility of the school to administer medicines to children.
- ii. In special cases Mrs Coxhead will endeavour to help, although she cannot guarantee to be available at a specific time.
- iii. These special cases include chronic illness or long term complaints, such as asthma, diabetes or epilepsy.
- iv. When medicines are prescribed to be taken three times a day this can be done at home.

If medicine is prescribed to be taken four times a day, we have to insist on the following safeguards before accepting it into school:

Written instruction is needed from the parents of doctor on the required dose.

The medicine should be brought into school by a parents and delivered personally to Mrs Coxhead or Mrs Kelley with a 5ml spoon. The medicine should also be collected by the parent at the end of the day.

Medicines should be clearly labelled with contents, owners name and dosage.

- vi. Parents are welcome to visit school to administer to their own child at the correct time.

Emergency Contact Details

We maintain a record of where parents and guardians can be contacted in case of emergencies. Please notify school of any changes.

It is parental responsibility to make sure children arrive safely at their destination after school. If you are going to be delayed please let us know and we can look after your child until you arrive. Please ensure that your child knows they should come back into school if you are not in the playground at the end of the day to pick them up.

Joining the School

The school is administered by the Local Authority (LA) which is part of Derbyshire County Council.

The area office is at:

John Hadfield House
Centre for School Improvement
Matlock
DE4 3 RD
Tel: 01629 580000

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School Staff

Headteacher
Assistant Headteacher
SEN Coordinator

Mrs R Herbert
Mrs C Bailey
Mrs C Currie

Year 3 Teachers

Miss K Griffin
Mrs Wood/Mrs Slaney
Miss Howard

Year 4 Teachers

Mrs Corbert
Miss A Higginbottom
Miss E Hunter

Year 5 Teachers

Mrs C Currie
Miss A Brent
Mr L Smith

Year 6 Teachers

Mr M Backhouse
Miss C Vernon
Miss R Unwin

Art and DT Teacher

Mrs A Briggs
Mrs E Collis

Higher Level Teaching Assistants

Mrs S Corbett
Mrs R Wood
Mrs A Slaney

Teaching Assistants

Mrs J Coxhead
Mrs P Hall
Mrs M Handley
Mrs P Thorpe
Mr S Robinson
Mrs H Foster

Learning Mentor

Office Administrators

Caretaker

Cook

Kitchen Staff

Mid-day Supervisors

Mrs D Parsons
Mrs L Wallage

Mrs C Moore

Mrs J Kelley
Mrs V Barlow

Mel Bond

Mrs G Boyce

Mrs L Reddish
Mrs T Dykes
Mrs C Tye
Mrs G Liszka

Mrs M Wareham
Mrs D Robson
Mrs G Marriott
Mr J Mair
Mrs H Foster
Mrs D Orwin
Mrs A Montague

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Governors

School governors and the headteacher are responsible for the overall education and financial health of the school and will make decisions about:

- Setting and monitoring the school's aims and policies
- Agreeing and monitoring the school budget
- Appointing staff, including the headteacher
- Ensuring the school premises are maintained and improving the schools environment

Governors also make sure that:

- The standards of achievement are raised
- The National Curriculum is taught
- The school provides for all its pupils including those from ethnic minority backgrounds and with special needs
- The school encourages pupils' spiritual, moral and cultural development

Our School Governors

Mr G Briggs	Chair of Governors
Mrs R Brennan	Acting Vice Chair of Governors
Mrs R Herbert	Headteacher
Mrs C Currie	Staff
Reverend R Gouldthorpe	Foundation
Mrs P Hall	Foundation
Mr D Fish	Local Authority
Mrs E Fulleylove	Parent
Mr R Hollingsworth	Parent
Mrs C Bailey	Clerk

Both the chair of governors and the clerk can be contacted via the school.

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The Core Curriculum

English

English is the fundamental basis of all communication and learning. It provides the children with the confidence and knowledge essential for them to communicate fluently and accurately in their working and social lives. The English curriculum aims to help children reach their potential in speaking, listening, reading and writing. The National Primary Strategy and National Curriculum are the foundation for all English teaching in the school.

Handwriting, spelling, punctuation and grammar are taught. The children are given opportunities to evaluate their own and others' work and to develop their ideas and enjoyment of writing. Their knowledge is increased through discussion and drama activities.

Reading schemes and 'real' books are used to develop reading ability. Various methods are used to help to develop word attack and word building strategies. The children are encouraged to develop an understanding of the structure of language and how it is used. Skimming, scanning, research and library skills are covered. Children are actively encouraged to read at home. As English is an integral part of all teaching and is used extensively throughout the curriculum, it is recognised that a significant proportion of English will be delivered in a cross-curricular way.

Maths

The Maths teaching in all year groups follows the guidelines of the National Primary Strategy and National Curriculum. The scheme of work is of a lively and interactive nature and provides a mixture of written maths, a wide variety of problem solving investigations and practical work together with a greater focus on mental maths.

Children are given the opportunity to use calculators and computers as an integral part of their work in order to encourage their awareness that Maths is an essential part of everyday life. Whilst Maths is not taught as a cross-curricular subject, natural links may occur at times with other subjects and teachers are encouraged to pursue these links in order to develop children's mathematical learning.

Homework

Each week children will be set an English comprehension and a Maths activity to complete. The pupils will have to complete the task at home and return it on a set date agreed with the teacher. Homework booklets are sent home in September with clear guidance of how to use them with your child.

Children will also be asked to learn high frequency words and read regularly at home.

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The Foundation Curriculum

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum but also the various extra-curricular activities that our school organises in order to enrich the children's experience. We want our pupils to become well-informed, self-motivated and responsible citizens, working in a skilled and creative way with integrity and thoughtfulness. We aim for our pupils to be confident, secure and discerning young people with a positive attitude that will prepare them well for life in the community and wider world. Our foundation curriculum runs on a two-year rolling program. We believe in teaching a skills-based curriculum which allow for our children to apply across a broad curriculum. Wherever possible, we aim to teach in a cross-curricular manner.

British Values

Throughout our school curriculum we promote British values including the equality between genders and tolerance of other faiths. We aim to encourage children to understand the importance of democracy through elections of 'parliament members' within our school. We teach the concept of law by enforcing school rules and discussing acceptable and unacceptable behavior within the wider society, including during Celebration Assemblies. Additionally, we look at 'individual liberty' through the teaching of PSHCE, RE, and E-safety plus offer our children the opportunity to make choices which emphasises the individual liberty component of British values. We are consistently encouraging and promoting mutual respect and tolerance of others - regardless of their background. As part of Collective Worship it is planned and delivered in order to cover eleven core values, which is supported by the Church of England 'Values for Life' scheme. These are also promoted through day to day teaching which is further embedded by the climate and ethos created in school. Overall we pride ourselves on ensuring that these aspects are included in the entirety of school life at Bolsover.

Computing Curriculum

As a school Bolsover C of E has moved forward with New Technologies. We are now fully equipped to move into the 21st Century with iPads, Apple TV, Kindles and much more. Pupils learn skills in ICT lessons that they need later in life and encourage them to become independent learners. We are now on Twitter! Follow us @Bolsover_Jun. Check out our E-safety webpages in parent and pupil zone for some useful tips on e-safety.

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Art & Design Technology Curriculum

The Art / DT curriculum is linked closely with the Foundation Curriculum. Within our Art lessons all pupils are encouraged to develop their visual perception allowing them to confidently express their ideas. Each child is given the opportunity to experiment with a variety of different media. The emphasis throughout is on decorative, observational, imaginative drawing, painting, three dimensional work and textiles using the elements of art. Pottery and ceramics form a significant part of the art curriculum.

Within DT the aim of our curriculum is to develop designing and making skills, whilst providing a good knowledge and understanding to support these skills. Children will be encouraged to work with a range of tools, materials and components safely in our specialist design and technology room.



Sex & Relationships Education

Learning about sexuality and relationships is a lifelong process and occurs in both formal settings in the classroom as well as informal settings in the home, playground and community. Our sex education is developed as an integral part of the school's PSHCE curriculum and an element is delivered in all four year groups. It also forms part of the Science National Curriculum. It is essential that every child learns about him or herself, to respect themselves and others, in a relaxed way, free from fear or doubt. Parents are invited to an annual meeting to find out about our Sex and Relationships curriculum.



Special Educational Needs and Disabilities (SEND)

It is the aim of the teachers with support of the governors to ensure that all pupils receive an inclusive curriculum. Our broad and balanced curriculum has been designed to meet the specific needs of individuals and groups, in order to enable achievement at the highest possible standards.

If there is a concern about the development of a pupil which is affecting his or her education, staff who work with the child will meet with the parents to discuss this. Some children experience difficulties for a short time only, whilst others may need support in the long term. Support in the short term may be an intervention group, where pupils work on an area of weakness over a half term. If a child requires an individual programme within the school, then the child will be included on the SEN register.

The SEN coordinator works with all staff to provide support for children with special educational needs. In addition to this we liaise with external support services to provide specific expertise. Parents of children on the register are involved in discussions and decisions at regular review meetings. A school governor is nominated to have special interest in monitoring the schools SEN policy and practice.

Gifted & Talented (GT)

In every school there are pupils with a range of abilities. Gifted and talented learners are defined as those children and young people with one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

This does not mean just the infant Mozart or the child Einstein, but rather refers to the upper end of the ability range in most areas of our curriculum. In school we recognise that gifted and talented pupils are individuals, with their own unique strengths and weaknesses. A child may be very able in some areas, but may appear on the Special Educational Needs (SEN) register for behavioural, social, physical/sensory or specific learning difficulties.

The school provides for GT pupils through high-quality teaching. The school maintains a register of pupils to ensure these children are catered for. The register is reviewed annually.

School Trips

Educational visits are an important part of the curriculum. They provide an opportunity for the children to extend their learning beyond the classroom, making full use of the resources available

locally. This year visits have included trips to Bolsover Castle, Nottingham Trent University, Hornscroft Park and Chesterfield Fire station. Voluntary contributions from parents enable these valuable experiences to take place. Parents are asked to make a voluntary contribution towards the cost of any items or activities providing it is made clear that they are under no obligation to make a contribution and their child will be treated no differently if they refuse to make such a contribution. However, if there are insufficient parents willing to make such a contribution, the activity or trip may not take place.

Extra Curricular

Activities

We offer a wide range of extra curricular activities. These change each term and an extended schools leaflet and request form is sent out each term. Some of the clubs we have on offer currently are: Chesterfield FC Football, Film Club, Creative Kitchen, Oz Box, Art Club, and many more. Please look out for more information during the school year.

Residential Trips

All pupils in school have the opportunity to attend a residential each year.

Year 3 Whirlow Farm

A farm based residential learning many skills linked to farming.

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Year 4 Austerfield

All Year 4 children are offered the opportunity to spend two nights at Austerfield Study Centre where they provide a stimulating visit full of hands on activities in the environment with a choice of heathland, woodland, pond, village or a working quarry.

Year 5 Whitehall

The weekend is designed to provide children with a taste of a wide variety of adventure activities in the hope of arousing new interest, as well as introducing our pupils to open country pursuits. The itinerary this year included: abseiling, canoeing, caving, zip wires, orienteering, stream scrambling and problem solving.

Year 6 London

The 3 day visit introduces year 6 pupils to our capital city. An exciting itinerary is planned which includes: London Aquarium, Harry Potter Studio, a West End Show and The Cutty Sark.

Behaviour

- Everyone in school has the right to be respected.
- Everyone deserves to be treated fairly.
- It is important to instil self-

discipline and make children aware of the responsibility of their actions.

- We have respect for our school, the building, its grounds and its contents.
- We respect other people's property.
- We respect difference and diversity.

The above rationale is signed as a contract each year by all staff, pupils and parents. This is then displayed in each classroom. Children are rewarded within school in a variety of ways. When the school rationale is not met there are consequences, outlined within the school behaviour policy, to ensure all children behave responsibly. If you would like to read the school behaviour policy it is available on the school website.

Attendance

Illness

Please ring or text school to inform us of any absence on the first day. If you require your child to attend a medical or dental appointment during school time you will need to bring the appointment card to record the absence.

Holidays

During any academic year holidays will only be authorised in extreme circumstances.. Any requests for holidays should be made on the holiday request form available from the office. Holidays do not include visits to the theatre or to see events such as 'Disney on Ice'.

Healthy School

The aim of being a 'Healthy School' is to ensure the children develop a good understanding of what a healthy lifestyle is and how they can help themselves to live one. We encourage our pupils to adopt a healthy lifestyle at all times. Pupils are to have fruit if they require a playtime snack. Through PSHCE the curriculum we are able to give our pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. By following a progressive programme, we encourage the children to take increasing responsibility for themselves and their actions. Through 'Circle Time' activities, we encourage the children to think for themselves and draw on personal thoughts, feelings and experiences. 'Circle Time' provides an ideal opportunity for the children to develop their

own self-esteem and social skills, and consequently a sense of working together.

Children are encouraged to be active and take part in many tournaments including: tag rugby, cross country, football, spirit of the games, table tennis, kwik cricket, quad kids and athletics.

Drinking Water

We encourage the drinking of water throughout the school day as it has been shown to be important for healthy minds and bodies. Children who drink water are able to concentrate better and for longer periods, they are better behaved and less irritable. Please help by providing your child with a school water bottle, fresh drinking water is available. Fill it in the mornings and encourage your child, as we do, to drink frequently.

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Food for Life

We are a Food for Life Gold Flagship school.

www.foodforlife.org.uk

As part of this we link growing, gardening, cooking and farming into our curriculum.

Growing

We are very lucky to have a busy vegetable garden, an orchard and a fruit garden. We grow seasonal fruit and vegetables, and lots of delicious herbs. Gail - our school cook - uses the produce grown in our school dinners.

Cooking

Mrs Briggs (our cooking champion) teaches us all how to cook as part of our work in Design Technology. We have a least one half term per school year dedicated to cooking plus the skills needed to be successful. We use the purpose designed classroom that has a kitchen for us to develop our cooking skills. The focus on food cooking has developed staff and pupil confidence. Now cooking in school is integrated into our everyday life.

Our school cook, Gail, is wonderful, she cooks our lunches from scratch. We have family dining which means children serve each other and we spend time chatting while we eat. Lunchtime is not a quick sandwich but a delicious meal, served on plates, that is of a gold quality standard with locally sourced meat from Hardwick Farm. Did you know Gail has been nominated and received credit for many awards?

Farming

Mr Backhouse, our Farming Coordinator, loves animals and so do the children. We have pigs, chickens, fish, guinea pigs, a hamster, and a terrapin! The Farming group help to care for the animals. What ever next? Mr Backhouse is currently awaiting the arrival of a pair of goats!

Food and community events

In addition to the above we also offer, families to lunch, grown up gardening afternoons, themed food days, family cooking, themed breakfasts and a fortnightly community lunch.

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Eco Schools



We aim to educate the children about environmental issues, and stimulate them to think about how their actions impact on the world around them. We look at global, national and local issues and try to involve the children in practical activities to show them how to lead a more sustainable lifestyle. Our activities run across the curriculum, and children from all year groups are encouraged to come to our Eco-Club where they can take part in a variety of interesting and fun activities.

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Child Protection

Parents should be aware that the school is required to take any reasonable action to ensure the safety of pupils. In cases where the school has reason to be concerned that a child may be subject to ill-treatment, neglect or other forms of abuse, the Headteacher is obliged to follow the Child Protection procedures established by the Derbyshire Area Child Protection Committee and inform social services and other authorities of the concern.

Complaints Procedure

If a parent is concerned about anything in school they should first discuss the matter with the class teacher. Most matters can be resolved this way but if you feel an issue has not been resolved they should make an appointment to see the headteacher. The headteacher considers any complaints seriously and each case is investigated thoroughly. Should a parent have a complaint about the headteacher they should approach a member of the governing body. A formal complaint to the governing body should only be made if an informal complaint fails to resolve the matter. If the complaint is still not resolved, a parent may make representation to the local authority.

Confidentiality

All staff working in school are aware that it is a very responsible job and their ability to maintain confidentiality is vital. If parents ask staff questions or ask them to tell them who their child plays with etc staff will discuss this, however further concerns or issues will be referred to the headteacher. We do not pass on any information gained during the course of the day to anybody other than another employee of the school. Where confidentiality is breached this is dealt with accordingly by the headteacher and senior leadership team.

Other Support Services

MAT team (Multi Agency Team)	See Mrs Moore
Social Services	01629 537341
Bolsover Children's Centre	01246 826604
Crisis	01246 827904
Bolsover Domestic Violence Unit	01246 242503