

THE BOLSOVER SCHOOL

Nothing but the best





CONTENTS

Welcome	3
Redhill Academy Trust	4
Information about our school	5
Facilities	6
Raising Aspirations	7-9
Attendance	10
The Curriculum and Student Attainment	11-14
Examinations	15
CEIAG	16
Involving Parents/Carers in the Partnership	17-18
Developing the whole child	19
Living in Modern Britain	20
Pastoral Care and Student Welfare	21
Journey to school	22
School Meals	22
Medical Welfare	23
Behaviour	23
The School Day	23
Period 6	24
Insurance	24
Complaints	24
Admissions Criteria	25
Arrange a visit	25

WELCOME

Located on the eastern side of the market town bearing the same name, The Bolsover School is accommodated in a new suite of contemporary buildings opened in 2010, which gives our school £16 million pounds worth of the most up to date facilities, with a high level of technology underpinning all aspects of the learning environment; this was done under the government programme of “Building Schools for the Future”. Slightly smaller than the average secondary school there are currently just over 800 students on roll, although this number is rising rapidly.

Our school has secured a number of key successes in recent years although there is no complacency as we strive to secure the highest examination results annually and to enhance the lives of every student as far as possible. In 2010 The Bolsover School was awarded the Most Improved School certification from the Specialist Schools and Academies Trust, followed in 2018 by the ArtsMark Gold Award. In 2012 our school officially became an academy although chose to maintain its original name. In June 2016 our school was rated as “Good” in all four categories following a Section 5 Ofsted inspection.

We firmly believe that education is about partnerships and collaborations; we are unable to bear the full responsibility ourselves and look to working with parents, the Bolsover community, local businesses, our wider family of schools and international partners to offer the most comprehensive experience we can.

Academic success remains a key priority for every student and it will most certainly lead to many further life opportunities, however identifying individual talents, encouraging and nurturing individuals and opening new experiences to them, are equally as high on our agenda.

We are proud of our school and confident that it has the potential to improve further in both the short and longer term. We are conscious of the ever changing landscape that awaits our students both today and in the future and feel that we are able to offer significant opportunities to enable them to fulfil their role in a 21st century environment.

Should you wish to come and see The Bolsover School for yourself, we would be happy to accommodate your visit. Please contact the Head of School’s PA and an appointment can be made.

We look forward to welcoming you to The Bolsover School.

The Senior Leadership Team



The Senior Leadership Team

A message from the Redhill Academy Trust

Dear Parents,
I would like to warmly welcome you to The Bolsover School's prospectus for 2019.

As Principal of The Redhill Academy Trust, I believe strongly that successful academies have four key characteristics:

- High expectations of all students
- Valuing and celebrating academic achievement

- Consistently good and focused teaching
- Widening students' experiences through a range of extra-curricular activities including sports, music and the performing arts.

These four principles continue to guide the development of The Bolsover School.

Working with Mr Hall and the whole staff at The Bolsover School, our priority is to support the students and ensure that academic outcomes remain consistently high. I now believe that the Academy has become the first choice for all parents and children in the local area.

Andrew Burns, Trust Principal



Mr Andrew Burns OBE, Executive Principal

REDHILL ACADEMY TRUST

Exsisto Optimus



The Bolsover School is very pleased to be a part of the Redhill Academy Trust from February 2018. The Redhill Academy was the first secondary school in Nottinghamshire to gain an “outstanding” Ofsted rating for the quality of teaching, and is now the only one to have achieved this twice in succession.

The Redhill Academy Trust prides itself on providing an outstanding education for infant, junior and secondary aged students from Arnold, Sherwood, Mapperley, Carlton, Eastwood, Radcliffe-on-Trent, Calverton and Bolsover. Our highly regarded academies operate under the experienced leadership of the nationally recognised Executive Principal, Mr Andrew Burns OBE.

They promote an ethos of very high expectations and the importance of academic success for all students.

Redhill are a locally based Trust, made up of local parents whose own children have or currently attend our successful academies. We will not accept anything but the best for our own children and believe that all local children deserve an equally outstanding education.

The Bolsover School is the first school in Derbyshire to join the Redhill Academy Trust and will look to take a lead role in the newly formed Derbyshire Hub. The Redhill Academy Trust was judged to be the 10th best performing Academy Trust in the Country this year and Number One in the East Midlands. With this in mind we are very excited about the future prospects of the school.

INFORMATION ABOUT OUR SCHOOL

The Bolsover School

Executive Headteacher: Mr Tim Croft
Head of School: Mr Matthew Hall
Chair of Governors: Mr Paul Hodkin
School Classification: The Bolsover School Academy is an 11-16 mixed community comprehensive school
Size of school: The school had approximately 820 students on roll in September 2019
Address: Mooracre Lane, Bolsover, Chesterfield, Derbyshire, S44 6XA
Telephone: 01246 822105
Fax: 01246 240676
Email: info@bolsover.derbyshire.sch.uk
Website: www.thebolsoverschool.org
Facebook: @thebolsoverschool
Twitter: @bolsover_school
Instagram: @thebolsoverschool

County Education Department

Address: County Offices, Matlock, Derbyshire, DE4 3AG
Telephone: 01629 580000

The Bolsover School Academy Governing Body

	Date of Appointment	Date of Expiry
Parent Governors:		
Mrs Natalie Hardy	26/02/18	25/02/22
Mr Richard Hollingsworth	26/02/18	25/02/22
Mr Philip David Ogden (Vice Chair of Business and Finance Committee)	26/02/18	25/02/22
1 Vacancy		
Community Governors:		
Mr Gary Edwards (Chair of Business and Finance Committee)	03/03/18	02/03/22
Mr Paul Hodkin (Chair of Governors)	01/02/18	31/01/22
Miss Monique Wharmby (Vice Chair of Governors)	01/02/18	31/01/22
Miss Laura Watkin	03/09/18	02/09/22
Mrs Samantha Hollingsworth	21/10/19	20/10/23
1 Vacancy		
Staff Governors:		
Mr Adam Mercer (Teaching)	14/05/19	13/05/23
Mrs Karen Woodward (Non-teaching)	17/09/19	16/09/23
Headteacher Governor:		
Mr Matthew Hall		
Clerk to Governors:		
Mrs Debbie Whittaker		



FACILITIES

Aside from the obligatory classrooms, all of which are equipped with an interactive whiteboard, our school also has two purpose built Food Technology rooms, two Resistant Material rooms, five Science laboratories, two dedicated ICT suites, a purpose built Drama Studio, Fitness Suite and Sports Hall.

A flood-lit all weather games area provides ideal facilities for winter sports such as football and hockey, whilst in the summer it supports 9 full sized tennis courts. These sporting facilities are enhanced with a modern Sports Hall, complete with badminton and basketball courts and a fitness suite hosting a variety of gym based equipment. A traditional school field provides facilities for team based sports such as rugby, football, rounders and athletics.

The central school courtyard is fully enclosed allowing neither entrance or exit during the school day other than via the Main Reception. Outdoor seating and large parasols provide opportunities for students to dine al-fresco, whilst the dedicated Refectory provides capacity for in excess of 200 students in one sitting.

The School Hall hosts 240 retractable tiered seats and is an ideal venue for assemblies, evening events and school productions.

The ratio of students to computers within our school currently stands at 1:2.



RAISING ASPIRATIONS

Although our school has state of the art facilities and is at the forefront of technology, it still retains many traditional values that are as relevant today as when first introduced.

School uniform is of key importance. The uniform serves many purposes aside from making students look smart. It is practical, protecting parents from the pressures of the latest fashion and the inevitable expenditure it brings. The uniform offers value for money, having been extensively researched and sourced, meaning it wears well and lasts.

Our aim is for students to build a good reputation for themselves and this includes presentation.

Our school wants every visitor and every potential employer to leave our site with a positive impression of our students and that most definitely includes the way they present themselves.

Our school is very keen to reduce any potential bullying and a school uniform is an invaluable tool in this process. Ensuring individuals cannot be singled out because they don't have the latest fashions, or cannot afford designer labels or excessive jewellery, is not what our school is about.

By eliminating these potential issues our school removes the opportunity for bullying to prevail. It is paramount that parents/carers work with our school to maintain this high standard of presentation as our school sees uniform as non-negotiable.

It is the policy of The Bolsover School to help students develop a sense of appropriateness of dress. Students will be expected to dress in a manner suitable to a place of study and high standards of personal appearance will be expected.

Our school, wherever possible will endeavour not to restrict the number of retailers selling garments within the published school uniform. Where a restriction applies, the school must have sought the prior approval of the Governing Body and have given clear justification for necessity of the restriction i.e. consistency of colour/design etc. Periodically, a best value exercise will be undertaken to ensure that the current third party supplier of such restricted garments continues to be the preferred supplier when considering cost, quality and efficiency of the service provided.



"Pupils' attainment across their best eight subjects is consistently higher than national averages, and 100% achieved grades A* to G in 2015, which is significantly higher than average."

Ofsted June 2016

SCHOOL UNIFORM:

- Plain black school trousers (no leggings, skinny or jean style trousers) or black skirt
- Black shoes (not trainers, sports shoes or plimsolls). Boots should not be worn, however in the event of inclement weather they should be stored in a student's locker during the day, during which time the usual school shoes will be worn
- White shirt - worn 'tucked in' with a top button fastening. Fitted blouses are not appropriate.
- School house ties are available in all house colours and available to purchase from the school or from Logo Leisurewear
- Plain black knitted long sleeved or sleeveless V-neck pullover (optional when wearing a blazer). Please note:- cardigans are not permitted and there should be no logos on the pullover
- Black blazer which must be obtained from the approved supplier - to be purchased from Logo Leisure Wear
Telephone: - 01142 511171 Website: - <http://logoleisurewear.com/schoolshop/school-shop-a-f>
- Black socks.

SAFETY DRESS:

- Stout footwear for all workshop lessons
- Apron for practical lesson in Technology, Science & Art
- Piercings other than the earlobes are not permitted for health & safety reasons. Only one stud type earring per lobe is permitted.

THE KIT REQUIRED FOR PHYSICAL EDUCATION:

- Outdoor shirt - to be purchased from Logo Leisure Wear
- Navy blue shorts
- Navy blue long football socks
- Navy polo shirt - to be purchased from Logo Leisure Wear
- Training shoes for indoor use - no plimsolls
- Football boots (preferred) or strong outdoor trainers for outdoor use
- Towel for showering
- Gum Shield (strongly recommended).

EXPRESSIVE ART: (Expressive Art is not part of the curriculum in Year 7)

- Tracksuit bottoms/leggings in navy blue or black
- Plain white T-shirt.



"Leaders have engendered a strong set of values through the school. Equality, tolerance and understanding lie at the heart of the curriculum."
Ofsted June 2016



RULES ABOUT JEWELLERY

For Health & Safety reasons the school will only allow the following jewellery to be worn. All jewellery **MUST** be removed prior to PE and other practical lessons:-

- A single stud earring per ear - in the lobe of the ear.
- No other body piercings are permitted.

RULES ABOUT MAKE-UP/NAILS AND HAIR

- Make-up is not permitted, other than a light covering of foundation.
- Natural nails only.
- Hair colour and style should be appropriate for school. Unnaturally coloured or shaved/patterned hair is not appropriate or acceptable.

RULES ABOUT TATTOOS AND BODY ART

- It is illegal (in the UK) for anyone to tattoo a person under the age of 18, with or without parental consent. Tattoos do not promote a professional image and as such should not be visible on students in school. If a tattoo is for example on the forearm, a long sleeved school shirt should be worn at all times when at school.

HEADWEAR

- Baseball caps are not permitted to be worn in school or on the school premises. Sensible headwear may be worn in inclement weather but must not be worn inside the buildings.
- Headwear worn for religious reasons must be plain black.

Information relating to our current third party supplier for blazers, PE shirts and school ties is available via our website or from the school direct. For those parents/carers without credit/debit cards, orders can be made at the school with full cash payment.

Any queries/complaints with regard to The Bolsover School Uniform Policy should be addressed to the Chair of Governors, The Bolsover School, Mooracre Lane, Bolsover, Chesterfield, Derbyshire, S44 6XA.

ATTENDANCE

Full attendance at school is essential if a student is to secure or surpass their potential. Absences should be confined to significant illnesses and not be due to term time holidays, shopping trips etc. Our school expects every child to achieve at least 97% attendance, with lower figures needing to be supported by medical evidence. Students failing to reach the required standards will be prohibited from participating in the optional residential experiences offered by our school.

Additionally, of course, attendance data is the most commonly sought statistic from employers and colleges. The school has reached and indeed surpassed the government's minimum attendance expectation in recent years. However every student must play their part and everybody should be looking to achieve and indeed better this figure. Parents/carers are requested to inform the school at the earliest possible opportunity of a known absence and to continue to do so on a daily basis if appropriate. A child should only be absent from school when medically unable to attend.

Punctuality is also important and students are expected to be in school, at their first lesson ready for a prompt start at 8:30am daily. Poor levels of punctuality are addressed through after-school detentions.

From September 2013, Headteachers are no longer allowed to authorise term time holidays except in exceptional circumstances and this applies at The Bolsover School. As a result, unless an individual and applicable request is made, all term time holidays will be refused automatically. If a holiday is then taken, or indeed we are informed of a holiday being taken without a request having been made, we will undertake our required duty which is to follow a legal prosecution of the parents/carers. The Department for Education reaffirmed in Spring 2016 that despite recent high profile court cases surrounding school holidays, Headteachers are still not permitted to grant term time holidays unless exceptional circumstances can be proved.

The table to the right shows the 2018/2019 percentages for attendance and authorised and unauthorised absences from school for each year group. Those for 2017/2018 are in brackets.

Unauthorised absences include: absence with no parental explanation; absence where the reason is unacceptable e.g. shopping, hair appointments or caring for family members; late after registration; truancy and post-registration truancy.

YEAR	% ATTENDANCE ABSENCE	% AUTHORISED ABSENCE	% UNAUTHORISED ABSENCE
7	95.33 (95.6)	3.33 (3.5)	1.33 (0.9)
8	95.1 (94.5)	3.21 (4.7)	1.72 (0.84)
9	94.88 (95.3)	4.2 (3.9)	1.57 (0.9)
10	94.2 (94.1)	3.62 (4.4)	1 (1.5)
11	93 (95.1)	3.62 (3.9)	1.75 (1.0)
WHOLE SCHOOL	94.55 (94.9)	3.66 (4.1)	1.48 (1.0)

"Pupils enjoy school and attend regularly."

Ofsted June 2016

THE CURRICULUM AND STUDENT ATTAINMENT

Despite its academy status The Bolsover School continues to follow the National Curriculum as detailed by the Department for Education. Data from Key Stage 2 is, where possible, correlated against the outcomes of Cognitive Ability Tests (CAT) and regular diagnostic spelling and reading tests, in order to both monitor progress and set aspirational targets for individual students.

For cohorts who joined our school prior to 2016 we use the Department for Education target setting data in three categories in order to add rigour and challenge. The minimum target for a student is to make progress at an “above expected level”. To add greater levels of progress our school also uses the outstanding levels of progress and those of World Class standard. With changes to the gradings of students leaving primary education in 2016, all subsequent students to The Bolsover School will have progress targets set against their Secondary Ready Scaled Score.

Our school operates a two year Key Stage 3 and a three year Key Stage 4. For the students examined in 2019, in line with Department for Education requirements, it is expected that 90% of students will complete the English Baccalaureate qualification. This includes a compulsory Modern Foreign Language (French, German or Spanish), either History or Geography, English Language and Literature, Mathematics and two Science GCSEs.

Throughout their time with us students will study the following subjects as compulsory elements of their course: English; Mathematics; Religious Education; Physical Education; Science and PSHCE.

The Personal, Social, Health and Careers Education programme aims to develop well rounded individuals capable of playing a full part both within the school and the wider community. PSHCE aims to develop self-awareness and a sense of personal identity; to consider wider social issues, develop communication skills and the ability to make decisions and to work co-operatively. There are certain key themes and concepts which occur in Years 7 to 11. Amongst other topics these include self-awareness, relationships with others, health, drugs, sex, safety and careers education, parent craft, decision making, working in groups, effective communication and equal opportunities.

Many subjects contribute at various stages to the programme of sex education. These include Social, Moral, Cultural and Spiritual Education, Religious Education and Science. Sex education will always be placed in a moral framework where students will be helped to appreciate the need for consideration of others, understand the benefits of a stable relationship and the responsibilities of parenthood.



"Excellent leadership has meant that the progress of low-attaining pupils and those who have special educational needs and/or disabilities is consistently good."

Ofsted June 2016

In accordance with the 1944 Education Act and the Education Reform Act 1988, Religious Education is provided for all students. In all years, Religious Education is taught as a specific subject. Religious Studies is an optional GCSE subject at Key Stage 4 but is also taught as a compulsory discipline to all students.

The Religious Education programme is designed to meet the aims of the Derbyshire Agreed Syllabus. These can be summarised as follows:

- to understand the source and nature of religion and how it handles the fundamental question of human existence;
- to understand the place and significance of religion and the ways in which religious beliefs and practices influence the development of attitudes and actions of people throughout the world;
- to gain knowledge and understanding of other beliefs and respect for them;
- to help develop positive attitudes toward, and a sensitive understanding of the demands of, living in the community within multi-cultural society;
- to develop an awareness of spiritual dimensions of life and the importance of commitment to personal faith.

For the students examined in 2018 onwards the following subjects are also compulsory:

A Modern Foreign Language;
History or Geography.

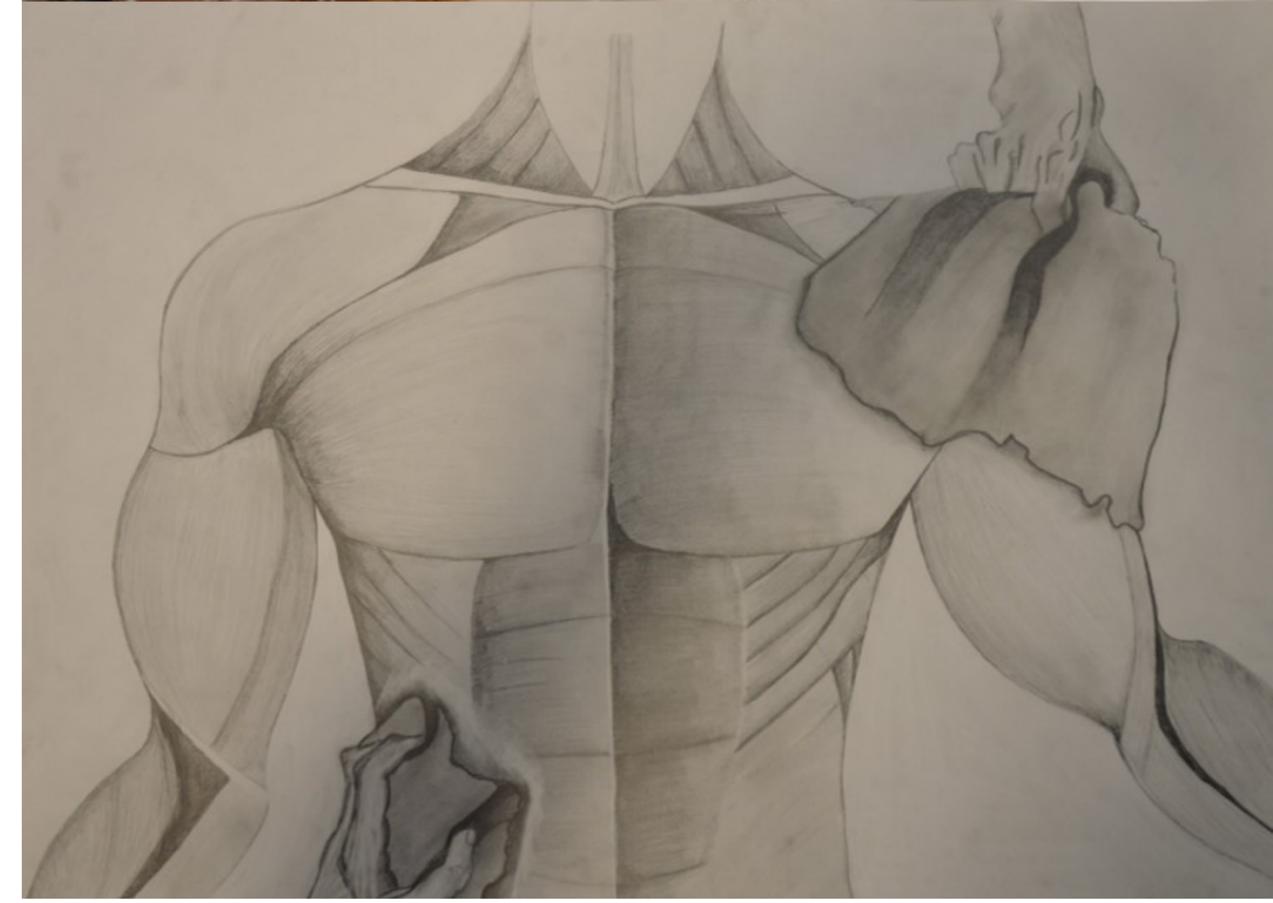
Further optional subject choices include:

Dance, Drama, Music, Art and Design, Fashion and Textiles, Design and Technology, Food Preparation and Nutrition, Health and Social Care, ICT, Physical Education, Business Studies and Contemporary and Moral Issues.

The Arts Faculty comprises the Visual (Painting and Drawing, Applied Design and Textiles) and Performing (Music, Dance and Drama) Arts. In Key Stage 3 the Arts are taught separately as Art, Music and Dance/Drama. In Key Stage 4 the Arts are offered as optional GCSE courses.

Courses are designed to meet the National Curriculum guidelines with an emphasis on commitment, involvement and link with an extensive extended curriculum.

The Arts Faculty places a high value on the extended curriculum, gaining a wide reputation for the quality of student involvement. Most of the extended curriculum takes place at lunchtimes, after school and in the evenings.





Activities offered include:

- regular visits to local and national galleries and exhibitions;
- regular contributions to local and national competitions and events;
- Dance/Drama performances;
- opportunities to visit or work in theatre and television;
- contribution to local, national and international festivals;
- specialist instrumental tuition;
- choirs, recorder groups, ensembles.

A wide variety of different sports are covered at Key Stages 3 and 4.

The emphasis is on healthy participation, personal development, team spirit and the highest possible levels of achievement.

Within the PE programme, students at Key Stage 3 have 2 hours of lessons per week; they also have Dance in the Arts programme. During the 2 years they cover the following activities:

- Games
- Gymnastics
- Dance
- Athletic Acts.

In Key Stage 4 students have 1 hour of lessons per week and follow a Junior Sports Leadership Award course.

Extra-curricular PE exists for all students with squad training and competing in friendly, league and cup competitions in team games and athletics. Training takes place at lunchtimes and after-school, with matches in the evenings.

There are excellent facilities including pitches for football, rugby and hockey together with courts for tennis, netball and basketball, an indoor gymnasium and a state of the art multi-use sports centre.

COLLECTIVE WORSHIP

Assemblies for Collective Worship are held daily. These take the form of an Act of Worship for students in their form or in one or combined year groups. Although the majority of Acts of Worship are predominately Christian they do not promote any particular denominational belief. All Acts of Worship seek to contribute to the spiritual and corporate development of participants. The Acts of Worship are led by any of the following:

- the Head of School
- Senior Staff
- volunteers from amongst the staff of the school
- visitors from the local clergy or faith communities
- visitors from other non-religious organisations
- groups of students from the school.

Any parent/carer who, for reasons of religious conviction, wishes to withdraw their child from any, or all, Acts of Collective Worship should contact the Head of School to discuss alternative arrangements for their child/ren.

EXAMINATIONS

Careful, regular checks will be kept on the performance of students by subject tutors and Key Stage Progress Managers. This will be achieved in two main ways:

- a) Continuous Assessment of classwork and homework assignments;
- b) Assessment Weeks - These will run across Year 7 to 8 and be classroom based. Timetables will be issued up to three weeks prior to the exams starting.
- c) Internal Examinations - Year 9 to 10 students will sit examinations in the Main Hall or Sports Hall.
- d) Mock Examinations - Year 11 students will sit two sets of mock examinations in the Main Hall or Sports Hall, one prior to Christmas and the other in late February.

PROGRESS REPORTS

These will be communicated to parents/carers three times a year for Year 7 to 10 and four times for Year 11; two interim reports with grades, Behaviour for Learning marks and the identification of any barriers to learning and one full written report. Separate instructions are issued for the completion of the reports. Year 11 students will receive three interim reports with grades, Behaviour for Learning marks and the identification of any barriers to learning and one full written report.



Provisional Results 2019

Progress 8 = -0.39

Attainment 8 = 43.26

Basics (En/Ma) 4+ = 62%

Basics (En/Ma) 5+ = 41%

Ebbac Strong Pass = 19%

Ebbac Standard Pass = 29%

New grading structure	Current grading structure
9	A*
8	A
7	A
6	B
5	B
4	C
3	D
2	E
1	F
1	G
U	U

PUBLIC EXAMINATIONS

All students have the opportunity to enter public examinations, predominantly at the end of Year 11. The main examination available through the school is the General Certificate of Secondary Education (GCSE).

Full details of the examination boards used by the school and the details of syllabuses entered in each subject may be obtained from the school on request. All students who have completed the course in a subject will be entered for that subject unless, in our considered opinion, they are unlikely to gain any qualification, and would benefit from intervention in another subject if staffing allows.

YEAR 11 EXAMINATION RESULTS

The 2019 Examination Results can be seen to the left, these are provisional results and the final results will be posted on the school website in due course.

NEW GRADINGS AND GCSE'S

2017 was the first year that the New GCSE English Language, English Literature and Mathematics qualifications were sat by students at The Bolsover School. In these subjects students were awarded a Grade 9-1 with Grade 9 being the equivalent to an A**. From 2017 the government have introduced a high pass (Grades 9-5) and a standard pass (Grades 9-4). These are both part of the new headline measures for schools across the country.

The image to the left shows you the comparison between the NEW GCSE 9-1 Grades and the old A*-G Grades.

YEAR 11 PROGRESSION STATISTICS

DESTINATION	%
2016 LEAVERS	148
FULL TIME EDUCATION	73.5
TRAINING	4.8
EMPLOYMENT	8.2
VOLUNTARY AND PART TIME ACTIVITIES	0
UNKNOWN	12.9
TOTAL NEET	0.7
2017 LEAVERS	147
FULL TIME EDUCATION	82.3
TRAINING	4.1
EMPLOYMENT	10.2
VOLUNTARY AND PART TIME ACTIVITIES	0.7
UNKNOWN	0.7
TOTAL NEET	2
2018 LEAVERS	159
FULL TIME EDUCATION	84.3
TRAINING	0.6
EMPLOYMENT	10.1
VOLUNTARY AND PART TIME ACTIVITIES	1.3
UNKNOWN	3.1
TOTAL NEET	0.6

"Pupils are given excellent guidance to prepare them for the next stage of their education."

Ofsted June 2016

CAREERS EDUCATION, INFORMATION, ADVICE AND GUIDANCE

All students will receive relevant, timely, up to date and impartial careers guidance throughout their time at The Bolsover School. Our in-house Careers Advisor, Mrs D Crossley, is able to offer individual and group support which is complemented by the comprehensive careers programme delivered within the Personal, Social, Health and Citizenship Education lessons, which are studied by every student. The school also buys in the services of an independent Careers Team, as we seek to ensure impartiality prevails.

POST 16 STUDY

A stand-alone Sixth Form provision sadly is not viable due to the size of The Bolsover School and students will need to secure alternative provision Post 16. Staff at The Bolsover School work collaboratively with a range of Post 16 providers across the Chesterfield District and into Nottinghamshire to ensure good levels of continuity prevail. The school's careers programme guides students in their Post 16 choice and is complemented by an autumn event hosted at The Bolsover School and attended by all local Post 16 providers.

DESTINATION OF YEAR 11 STUDENTS

To the left are the figures from 2015 to 2017.

"Broadening horizons are key objectives of the school's curriculum."

Ofsted June 2016

INVOLVING PARENTS IN THE PARTNERSHIP

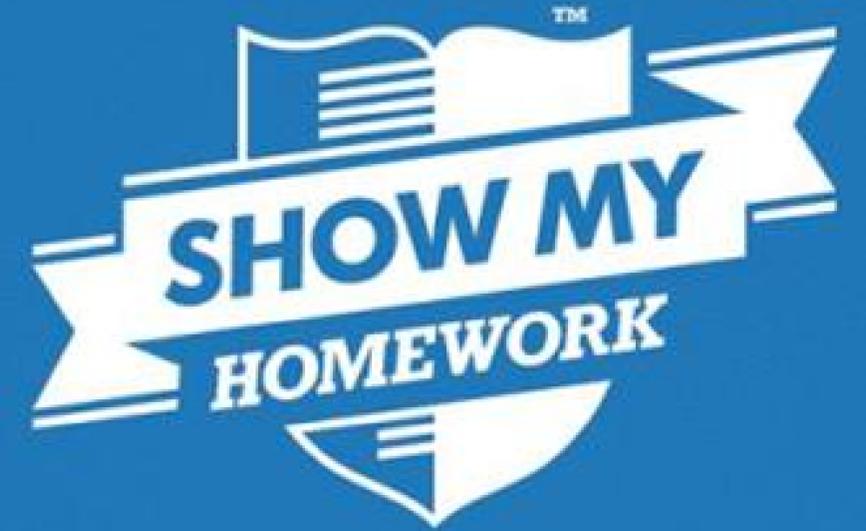
An effective partnership is the best way to ensure that a teenager fulfils their potential; a team of adults co-operating and collaborating to remove as many barriers as possible along life's highway. With this in mind the school feels it is extremely important that parents/carers are as involved in their child's education as they can be. This could be in the simplest form by ensuring student planners are reviewed, at minimum on a weekly basis, or by making regular visits to our website to ensure they are aware of what is going on. The Bolsover School hopes to encourage parents/carers to fulfil this role, to be involved as co-educators.

An excellent way of supporting your child is through our on-line homework resource - Show My Homework. Effective setting, monitoring and completion of homework has been shown in educational studies to vastly improve the progress of students (Durham University, 2012). All students are issued with a log-in to access their own personalised homework diary. Parents/carers are also issued with a log-in so they are able to view homework activities and deadlines. Show My Homework can be accessed through a link on the school website, or via an 'App' which can be downloaded for mobile phones and tablets. In a recent parent/carer survey, the overwhelming majority of parents and carers informed us that this has improved the communication of homework to them and helped their child with meeting deadlines. Wherever possible the school tries to send communications electronically and current email contact addresses are essential.

The Governing Body is enhanced by the presence of parent governors, all of whom have been elected and who represent wider parental views. Contact details for parent governors can be found on our website or Page 5. They can be approached to offer clarity on educational matters, ask the School Leadership Team to consider an alternative option or as a "listening ear" if you have concerns.

The Bolsover School will provide parents/carers with three reports annually. Two will be data driven, detailing a student's current performance, target grades and attitude toward learning, whilst the third will contain written comments from subject teachers. All three reports will show trends throughout the academic year.

Parents/carers can contact the school at any time should they have concerns with their child's progress, initially this should be via the Form Tutor. A formal consultation evening occurs annually where Form Tutors will share all the latest information from subject tutors. These can be arranged using our on-line booking system, which can be accessed via our school website. Individual follow up appointments can then be made with subject tutors if necessary.





The school operates a number of information evenings throughout the year, offering advice on helping your child/ren with revision and option choices toward the end of Key Stage 3 and Key Stage 4.

Most children look forward to their secondary schooling with excitement and enthusiasm. However, we know how concerned some parents/carers and children are about moving to a new school.

Here are some of the events arranged to introduce you and your child to the school and also to talk with your child's Form Tutor:

For Parents/Carers:

Year 7 Welcome Evening - 9th October 2019

Year 11 Parents Evening - 14th January 2020

Year 8 Options Evening - 26th February 2020

Year 9 Parents Evening - 25th March 2020

Year 7 Parents Evening - 18th June 2020

Year 10 Parents Evening - 24th June 2020

For Students:

Year 5 Taster Day will be confirmed.

Visits to primary schools by senior staff, tutors and older students to talk about the school and transfer, and to issue a student handbook and give helpful information will be confirmed nearer the time.

The school operates a system of early transfer for Year 6 students, the success of this initiative ensures it will be repeated in 2020 with a start date to be confirmed.

DEVELOPING THE WHOLE CHILD

Academic attainment is paramount but any school should be about preparing individuals for adult life, identifying where interests lie and indeed where they don't. It should be about grabbing opportunities that sadly won't exist as the years progress.

The school offers a range of opportunities that should appeal to the vast majority, if not every student. We are also aware that transport home from after school activities can be an issue for many students and unless they leave school at the end of the compulsory day, they are unable to reach home; this isn't conducive to enhancing their experiences. To this end the school offers a free late bus to our students on a Tuesday, Wednesday and Thursday evening. By doing so, more students can access the evening activities on offer at the school.

With partner schools across the globe, we offer a range of substantial residential trips, aimed at testing individuals in a variety of ways.

Current trips of such a nature include;

- Sightseeing trip to New York (biannual)
- Snowsports trip to Italy, offering the chance for skiing and snowboarding (annual)
- Cultural/language based trip to Berlin (annual)
- Cultural/language based trip to Barcelona (annual)
- Cultural/language based trip to Paris (annual)
- Adventure based trip to Austria (annual)
- Sightseeing trip to Toronto (biannual)

Not every trip is as glamorous or indeed as financially challenging; the school runs a number of theatre visits, ice skating trips and subject based trips to museums, the Peak District and further afield.

Students can also partake in after-school sports including rugby, football, tennis, basketball, table tennis, boxing and netball. The Duke of Edinburgh Award is both popular and indeed successful within the school, with students participating at both Bronze and Silver levels. Bronze Arts Award is also running for the third time this year after its success in the last 2 years.



"British values are well understood and embedded in the school."

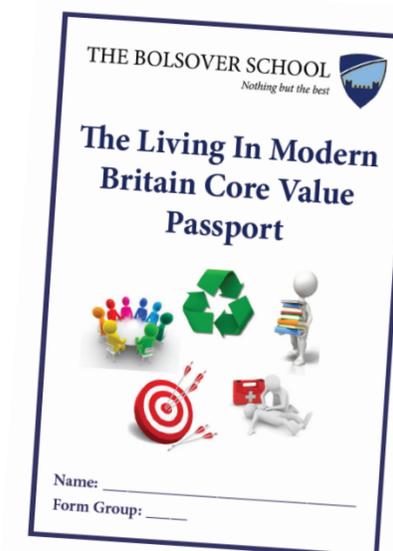
Ofsted June 2016

LIVING IN MODERN BRITAIN

The school encourages and indeed expects students to take pride in their school community and nation. On entry into Year 7 all students are issued with a Core Value Passport, this challenges them to accrue at least eight recognised core values during their time with us. These include fundraising initiatives, community awards, and participation challenges.

The Core Values are as follows:

1. Participate in a careers or curriculum based visit to enrich your education.
2. Organise individually or as a team member a charity fundraising activity.
3. Represent their House in at least 10 disciplines.
4. Make a significant contribution to an Arts event within the school.
5. Represent the school in sports on more than one occasion.
6. Secure a recognised community award e.g. Duke of Edinburgh's Award, St John's Ambulance accreditation or as a Sports' Leader.
7. Secure a school position of responsibility e.g. a resource monitor, ambassador or mentor.
8. Undertake 3 public speaking events or assemblies.
9. Lead an effective school based enterprise venture.
10. Individual target - this could be straight forward and linked to attendance or punctuality, but it could be more specific around developing a key skill, a reading challenge or mentoring younger students. The student needs to be removed from their comfort zone and demonstrate their resilient character.





Arkwright House, is named after Sir Richard Arkwright who brought industrialisation to Derbyshire. Arkwright support Mind and Weston Park Cancer Charity when they fundraise. Arkwright's Head of House is Mr A Lyne.

Bainbridge House, is named after Emerson Bainbridge who formed the Bolsover Mining Company bringing jobs and prosperity to the area. Bainbridge support British Heart Foundation and RSPCA Chesterfield when they fundraise. Bainbridge's Head of House is Mrs A Lyne.



Hardwick House, is named after Bess of Hardwick, the second wealthiest woman in Elizabethan England. Hardwick support Bluebell Wood Children's Hospice when they fundraise. Hardwick's Head of House is Miss H Christian.

Nightingale House, is named after the famous "lady with the lamp", Florence Nightingale, who worked on aspects of social reform during her time based in Derbyshire. Nightingale support Nightingale Children's Ward at Chesterfield Royal Hospital when they fundraise. Nightingale's Head of House is Miss Owen.



Peveril House, named after the son of William the Conqueror, William Peveril, who managed the northern lands of England, basing himself at Peveril Castle in Castleton. Peveril support Ashgate Hospice when they fundraise. Peveril's Head of House is Mr T Robinson.

PASTORAL CARE AND STUDENT WELFARE

The Bolsover School operates a House based pastoral system with five Houses all being named after individuals who made their mark in Derbyshire.

On admission to the school all students are allocated a House and a Tutor Group. Whenever possible the Form Tutor will remain with their tutees for their entire time at The Bolsover School. In most cases families are allocated the same pastoral House, as this makes contact for parents easier and reduces the possibility of unnecessary sibling rivalry. A student's House is represented by an additional coloured stripe within their tie. There are currently six or seven tutor groups per House and they work together on a number of initiatives and competitive projects. Houses compete against each other in sporting challenges, fund raising events, attendance levels, in-house enterprises, the accumulation of House points and a range of other annual contests. The culmination of such competitiveness is the awarding of the House Trophy at the end of every academic year. On an individual basis many of the House activities provide evidence for the British Citizenship passport.

Each House has at least one charity that it supports through fund raising and the majority have an international partner they work alongside. Recent House based events have seen the donation of money to a range of charities both locally and internationally. Our houses are Arkwright, Bainbridge, Hardwick, Nightingale and Peveril.

"The school's work to promote pupils' personal development and welfare is good. Pupils develop their personal and social skills well."

JOURNEY TO SCHOOL

Derbyshire Education Authority provides transport for students from the following areas:- Arkwright, Doe Lea/Bramley Vale, Duckmanton, Elmtun, Glapwell, Shuttlewood, Sutton Scarsdale.

In addition, there are appropriate regular bus services operated by Stagecoach East Midland for students from other villages in the area. Full details of transport arrangements and timetables will be available at the summer term intake meetings or from the school office. A few students may wish to travel to school on bicycles – this is a matter of parental choice. The school should be notified in writing of the parents’/carers’ wishes in this matter. The school cannot accept responsibility for the safety of bicycles left on the school premises. Students travelling to school on bicycles or scooters must wear a bicycle helmet.

Free afterschool transport is available on Tuesday, Wednesday and Thursday evenings and can be accessed by placing a booking on the day with Student Services.

SCHOOL MEALS

The school’s catering is provided by a catering company called Chartwells. The dining facilities are open to serve food and snacks at breakfast, break and lunchtime. Meals are available in the cafeteria. The school operates a cashless catering system; details are issued upon admission. The school, in conjunction with Chartwells, is keen to promote healthy eating and as such, salt, sugar and fat content of all meals has been removed or significantly reduced.

Those students who are entitled to free meals are currently allowed food to the value of £2.35 and to encourage students to eat a healthy, balanced meal, all students can select from the ‘Meal Deal’ menu which gives them the choice of a main course, sweet and drink. Other choices, including the vegetarian option, are available.

Whilst we expect most students will take a school meal, facilities are available in the dining area for students who wish to bring a packed lunch. At the beginning of each year, parents/carers are asked to indicate lunchtime arrangements for their child and we ask that we are notified of any changes to these arrangements.

Students eating in school must remain within the grounds for the whole of the lunchtime period. Those who do not eat in school are expected to go home or to the home of a friend or relative and return to school promptly for afternoon lessons. Students are only allowed home for lunch if the school has received written permission from their parent/carer or from a responsible adult whose home they are going to.



MEDICAL WELFARE

Any student who becomes ill or who has an accident during the school day will be looked after by a first aid qualified member of staff who, in consultation with the Head of School, will decide the most appropriate course of action. Within the school we are only allowed to administer simple first aid. If a student feels unwell we will attempt to notify parents/carers by telephone. If a student should need to go home then the parent/carer should make arrangements for the child to be collected from school. Where students require medication or dressing of injuries during the school day, the necessary instructions, consent and materials must be supplied. The school should be informed of any particular medical problem or condition which might affect the student in school. The school has a strict policy on the Administration of medication in-line with guidance issued by the Local Authority and Health Authority. The school has designated staff who are authorised to administer medication to students upon the written instructions issued by parents. This policy can be viewed on the school website.

The School's Health Service, through the school nurse, doctor and dentist, provides a service of inspection, advice and vaccination for students during the course of their school career. Parents/carers will be informed of all such activities and will be welcome to attend any consultation.

BEHAVIOUR

High standards of student behaviour are imperative if appropriate learning is to occur. The school has clear guidelines of what is expected both in the classroom and as a member of The Bolsover School. Every student by secondary school age has the ability to adhere to these rules, however should they make the wrong choice, a range of remedial actions are in place and include such strategies as removing the student from the classroom, parental contact, detentions, alternative provision and in extreme cases exclusion.

A copy of the School's Behaviour Policy can be accessed via our website.

THE SCHOOL DAY

Period 1 - 8:30am to 9:30am	Lunch - 12:20pm to 12:55pm
Period 2 - 9:30am to 10:30am	Period 4 - 12:55pm to 13:55pm
Break - 10:30am to 10:50am	Period 5 - 13:55pm to 14:55pm
Form - 10:50am to 11:20am	Period 6 - 14:55pm onwards (CurriculumPlus - After school activities)
Period 3 - 11:20am to 12:20pm	



CURRICULUMPLUS

Most subject areas offer after-school lessons as well; whether this be to catch up on missed work, recap a troublesome topic, seek individual advice on a particular concept or just to keep on top of homework. On occasions additional GCSEs are also offered; in recent years this has included Spanish, Music, Drama and PE.

The creative subjects play a very active role in the extra-curricular life of the school with Salsa dancing and our annual talent shows proving very popular, whilst Year 7 students form the choir for our annual Christmas Church service. Led by the Drama department we have built up quite a reputation for our whole school videos.

CurriculumPlus is also where after-school clubs such as the Duke of Edinburgh Award (Bronze and Silver) and Bronze Arts Award run to give students the chance to try something different and achieve an award whilst doing it.

INSURANCE

The governors of the school have ensured that students are insured for personal injury during school activities. Parents/carers may consider taking out additional private insurance against personal injury at other times. The School's insurance is arranged via the Department for Education's Risk Protection Arrangement, which now also covers all educational visits both in the UK and overseas. Insurance cover for our minibus use and Occasional Business Use by staff using their vehicles, is covered by Zurich Municipal.

Claims against the school should be directed to the School Business Manager, Mrs L Hayes via email: lhayes@bolsover.derbyshire.sch.uk

COMPLAINTS

Occasionally parents/carers feel the need to complain about the curriculum which a school offers. Under the Education Reform Act 1988 the Governors have been required to establish procedures to deal with complaints about the school curriculum and other related matters. The complaints procedure will allow all complaints to be dealt with speedily, efficiently, fully and fairly. If a parent/carer feels the need to complain, the Head of School should be contacted to arrange a mutually convenient time to meet and resolve the issue formally. At any such meeting a parent/carer may be accompanied by a friend. At that occasion the parent/carer may be given a copy of the statement issued by the Governors detailing the agreed complaints procedure. If, after the meeting, the parent/carer remains dissatisfied, a formal complaint may be made to the Redhill Academy Trust. A form for this purpose will be supplied with the policy statement. It is hoped that parents/carers will feel able to discuss matters of concern with the staff of the school so that in most cases formal complaints will be unnecessary.



ADMISSIONS CRITERIA

The maximum number of students to be admitted to Year 7 in September 2019 was 170.

The criteria to be used by the Governors in allocating places at the school are the following:

1. Students who reside in the normal area of the school;
2. Students who have brothers, sisters or other family members with whom they live, who are currently attending the school;
3. Students for whom there are special educational, medical or social reasons for admission;
4. Students with the shortest distance between home and school.

Note:

Parents/carers must apply for a place in Year 7 at the secondary school of their choice. Forms for this purpose will be issued from the Area Education Office to which they must be returned by midnight on 31st October 2019 for a place in September 2020. Failure to make a return may result in your child being allocated a place at a secondary school where vacancies exist, not necessarily your neighbourhood school. Requests for entry into other years should be addressed directly to Derbyshire Education Authority.

WOULD YOU LIKE TO ARRANGE A VISIT?

We hope the information provided within this prospectus has answered any questions you may have, however if this is not the case please ring the school and make an appointment to arrange a visit, we will be very pleased to see you. Alternatively, you can have a look around our website, Facebook, Instagram or Twitter page which details the latest information regarding our school and students.

☎ 01246 822105

📠 01246 240676

✉ info@bolsover.derbyshire.sch.uk

🌐 www.thebolsoverschool.org

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We look forward to seeing you in the near future.

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