

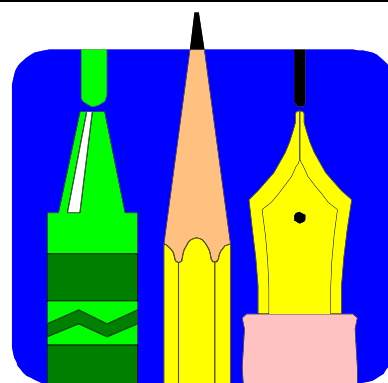
Bolton by Bowland Church of England Voluntary Aided Primary School



**2011/12
Prospectus**

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Bolton-by-Bowland C.E. Aided Primary School

Dear Parents

I hope you find our prospectus helpful in answering some of your questions about our school.

The prospectus has been compiled by Staff, Governors and parents working together. We hope it gives you some indication of how we all work as a team to achieve a happy environment, in which everyone can experience joy in learning and achieve their highest standards.

In 2004, our Grade II listed building was enlarged, enhanced and improved to provide high quality classrooms, a new cloakroom toilet facilities, office and staff room. In 2005, the school playgrounds were refurbished and new outdoor equipment purchased, thanks to fundraising from parents and generous donations from organisations in the village.

In 2011, both KS1 and KS2 classrooms have been improved and updated with new IT work areas. These facilities have added new dimensions to our children's learning and play. We are proud of our small village school with its strong links between the church and village community. Small is beautiful!

If you feel that your child and your family would like to become part of our school community, please contact school, as you are welcome to visit us at any time.

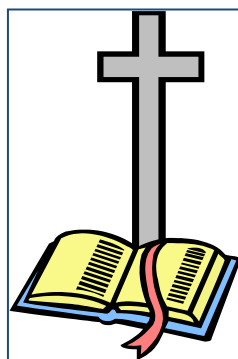
Mrs Maureen T Stansfield
Head teacher

Bolton-by-Bowland C.E. Aided Primary School

School Mission Statement

We aim to provide a happy, caring and stimulating environment where every child can achieve their full potential and develop skills, attitudes and understanding underpinned by Christian values.

Children, staff, parents and governors are seeking to deliver education of the highest possible quality so that our children are prepared to meet the challenge of their future.



MESSAGE FROM THE SCHOOL COUNCIL

B-By-B is the place to be

We are all one family

The children here all hold the key

To friendship and Christianity

Bolton-by-Bowland

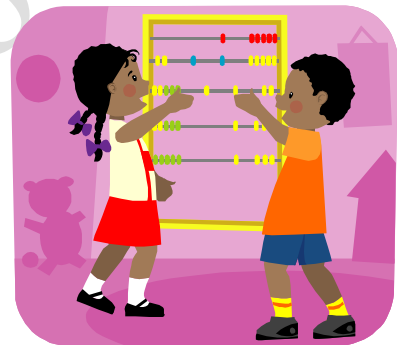
AIMS OF OUR SCHOOL

To create and sustain a happy and safe environment in which all can experience and develop a love of learning.

To foster a positive Christian ethos in which children develop respect and understanding of Christianity in a caring, loving and committed Christian community.

To recognise and celebrate the value of each child and to help individual children reach their full potential in all areas of their development by setting high standards and expectations.

To strive for excellence in all we do by providing the highest quality teaching and learning, using a rich variety of activities within a broad, balanced, creative curriculum.



To develop children's personal responsibility, social skills and cultural awareness within the school, community and in the wider context of local, national and world issues.

To enhance communications between staff, governors, parents, parishioners and the local community of Bolton-by-Bowland and develop further their involvement within our school.



THE SCHOOL AND ITS HISTORY

Our school is a Church of England Aided Primary School in the Diocese of Bradford within Lancashire Education Authority.

Bolton-by-Bowland is a very picturesque village in the Ribble Valley, 8 miles from Clitheroe.

The present attractive stone building was built by the villagers in 1874, although there has been a school in the village since the early 17th century. It is a Grade II listed building.



SCHOOL INFORMATION

School Address:- Bolton-by-Bowland C.E. Primary School
Bolton-by-Bowland
Gisburn Road
Clitheroe
Lancashire
BB7 4NP
Tel/fax 01200 447632

**Lancashire Education
Authority:**

Area Education Office,
The Globe,
St James Street,
Accrington,
Lancashire,
BB5 ORE.
Tel: 01254-220500

Schools General Adviser:

Mrs Sara Watson,
The Globe,
St James Street,
Accrington,
Lancashire,
BB5 ORE.
Tel: 01254-220530

**Bradford, Ripon and Leeds
Diocesan Director of Education:**

Rev Clive Sedgewick
Windsor House
Cornwall Road
Harrogate
North Yorkshire
HG1 2PW
Tel: 01423 817553

Chair of Governors:

Mrs J Bishop
Mint Cottage
Bolton-by-Bowland
Clitheroe
Lancashire BB7 4NN
Tel: 01200-447406

WHAT ARE GOVERNORS?

The Governors have the overall responsibility for the effective management of the school, including financial control and budget planning. They meet at least once a term and once a year they make a report to parents.

Governors are appointed as Employers to:

- Decide what is taught
- Set standards of behaviour
- Interview and select staff
- Decide how the school budget should be spent

School Governors have legal duties, powers and responsibilities. They can only act together, they cannot act individually.

School Governors Are:

- Diocesan Representatives
- Parents
- Teachers at the school
- Local Authority representatives
- Church and Community representatives

Parent Governors:

- Have a child at school
- Are elected by the parents of the school children
- Serve, as do other Governors, for four years

The Parent Governor brings the views of parents to the Governing Body. They have equal status in the work of the Governing Body and have full voting rights.



THE GOVERNING BODY

Type of Governor	Name	Nominated responsibility
LEA	Mrs J Bishop	Chairman & Literacy
Elected Parent	Mrs M Stott	Vice Chairman & SEN
Foundation Ex-officio	Canon D Mewis	
Foundation Parent	Mrs L Knowles	Foundation Stage
Foundation	Mr M Dakin	Treasurer & Link Governor
Foundation	Mr J Wrigley	Numeracy
Foundation	Mrs C Curry	Child Protection
Foundation	Mrs H Dakin	ICT
Foundation Parent	Mr S Leeming	Health and Safety
Elected Parent	Mr J Simmonds	Appeals
Staff	Mrs M T Stansfield	Headteacher
Staff	Mrs K Walmsley	Teacher



B-by-BUDDIES

Bolton-by-Bowland Governors fund a Friday morning mother and toddler group called Buddies. Carers and their children from 0 to 4 years of age have great fun each week at our school where activities are organised. Activities include painting, drawing, play, singing, Parents and children are offered a drink and a chance to meet and chat with other parents. Buddies introduces Parents and Children to school life and many children move up to our Early Years group which is held in the mornings.

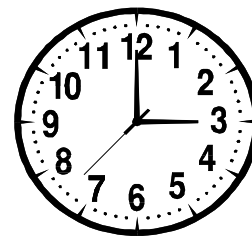
At present, Buddies meets each Friday morning between 9.30 and 11.30 am. (term time only)



OUR STAFF

Mrs M Stansfield	Headteacher
Mrs K Walmsley	KS1 Class Teacher
Mrs Hough (temp)	KS2 Class Teacher
Mrs Towler (maternity Leave)	KS2 Class Teacher
Mrs J Eidsforth	KS2 Class Teacher
Mrs D Giles	Key Stage 2 French Teacher Teaching Assistant
Mrs D Wells	Foundation Key Stage 1 & 2 Teaching Assistant
Mrs C Crompton	School Office Manager
Mrs L Ingham	School Site Manager
Mrs S Weaver	School Cook





TIMES AND DATES

Foundation, KS1 & KS2 Registration	8.55 - 9.05
Lessons	9.05 – 10.30
Playtime	10.30 – 10.45
Lessons	10.55 – 12.00
LUNCH	12.00
Foundation & KS1 lessons	1.15 – 2.15
KS2 lessons	1.00 – 2.15
Playtime	2.15 – 2.30
Lessons (including collective worship Tuesday & Friday)	2.45 -3.30

When your child is absent from school for a full day or part of a day it is very important to inform school. This may be achieved by sending a letter, telephoning or giving a verbal message from an adult.

It is expected that parents will arrange holidays within the holiday dates included in this prospectus. Absence from school in term time means that children miss valuable teaching time and their progress could be seriously affected. It may not be possible for them to catch up on work missed. Should you wish to apply for permission to take your child out of school, during term time request forms are available from the office.

Late arrivals of up to 35 minutes after the published starting time will be recorded as 'late'. After that time pupils will be marked absent for that session.

BOLTON-BY-BOWLAND CE PRIMARY SCHOOL

SCHOOL TERM & HOLIDAYS 2011/2012

Autumn Term 2011

School re-opens on **Monday 5th September**

Mid Term Closure **Monday 24th October –
Friday 28th October (inclusive)**

Teacher Training Day **Monday 31st October**

School re-opens on **Tuesday 1st November**

Closure after school on **Friday 16th December**

Number of Openings 69

Spring Term 2012

School re-opens on **Tuesday 3rd January**

Mid Term Closure **Monday 13th February –
Friday 17th February (inclusive)**

School re-opens on **Monday 20th February**

Closure after school on **Friday 30th March**

Number of Openings **59**

Summer Term 2012

Teacher Training Day **Monday 16th April**

School re-opens on **Tuesday 17th April**

May Day School Closure **Monday 7th May**

Closure after school on **Thursday 31st May**

Teacher Training Day **Friday 1st June**

Mid Term Closure **Monday 4th June –
Friday 8th June (inclusive)**

School re-opens on **Monday 11th June**

Closure after school **Thurs day 19th July**

Teacher Training Days **Friday 20th /Monday 23rd July**

Number of Openings 61

TOTAL NUMBER OF OPENINGS – 189

ADMISSIONS

The school has an agreed statutory total of 50 pupils on roll. A maximum of 7 places is offered annually for admission in the Reception year. Children are admitted in the September of the academic year in which their 5th birthday occurs. If the school is oversubscribed, priority will be given to:

1. All looked after children;
2. Relationship as brother or sister to a pupil (including adopted, half, step and fostered children living at the same address) already attending the school at the time the application is made and who will still be in the school at the start of the 2009/10 academic year;
3. Special medical or social circumstances affecting the child where these needs can only be met at this school;
4. Parental involvement in the work and worship of St Peter and St Paul's Church, Bolton by Bowland or St Ambrose Church, Grindleton (see note 1);
5. Parental involvement in the work and worship of another church in membership of Churches Together in England or Free Churches Group (see Note 1) and
6. Distance of home from school;

Children are admitted into other year groups where vacancies allow. Parents whose children are not offered places have the right of appeal.

Late Applications

Applications received after the deadline will be considered after all the others and placed on a waiting list in order according to the set criteria.

In a case where extenuating circumstances can be shown for late application (and it is before the governors have established their list of pupils to be admitted), then it will be considered alongside the others.

Waiting List

Places from a waiting list will be allocated with regard to the published admission policy if the number of children on the list exceeds the school's admission number.

Notes:

1. Professional supporting evidence from eg. doctor, psychologist, social worker, is essential if admission is to be made under the criterion “special circumstances”;
2. ‘Brother or sister’ includes step, half, fostered or adopted siblings living at the same address;
3. ‘Parental involvement’ is normally taken to mean a minimum of monthly attendance at church for over a year. The Governors will request confirmation of this from the relevant member of the clergy and
4. Distance from home front door to the school office door in a straight line will be used as the final determining factor. For children living with parents with shared responsibility, the address of the parent living nearest to the school would be used.

Appeals

In the event of the Governors being unable to admit any child, the parents may appeal against the decision, setting out their grounds for appeal. This must be done in writing to the Clerk to the Governors (c/o ‘The School’). The school will sympathetically support any appeal if numbers on roll allow it to do so.

Arrangements will be made for the parents to have the opportunity of stating their case to an Appeals Committee, constituted under the Second Schedule of the Education Act 1980, where the school

Admission of children below compulsory school age

Children who are offered a place are admitted into the school at the beginning of the Autumn Term following their fourth birthday. Parents may request that their child attends part-time until the child reaches compulsory school age.

New entrants are invited into school for half day visits and lunch on everyday in the term prior to admission to familiarise themselves with school before the beginning of September.

Deferred entry to Primary School

Parents may not defer entry beyond the beginning of the term after the child’s fifth birthday, nor beyond the beginning of the summer term of the school year for which the original application was accepted.

Revised March 2011

Bolton-by-Bowland Church of England Voluntary Aided Primary School

SUPPLEMENTARY INFORMATION FORM

Child's Surname

Christian Name(s)

Date of Birth

Name of parent(s) / guardian

Address

.....

.....

Postcode

Telephone Number Mobile Number

- Do you attend a Christian Church?
- If 'yes' please name your minister and Church

.....

..

- Do you have a child already attending the school?

..

The information provided on this form is used solely for the purpose of considering applications under the school's Admissions Policy. The information is held by the School and/or the Local Education Authority and will not be disclosed to any third party. Under the Data Protection Act, some of the information provided is defined as 'sensitive personal data', which means that your explicit consent is required for the data to be processed.

Please confirm your consent by signing and dating the form below.

Signed: Date:

SCHOOL ORGANISATION

Our main school is organised in two phases.

Foundation Unit comprising Early Years, Reception and years 1 and 2 in Class 1



We offer Early Years provision at our school, Monday to Friday for 3 hours. Children are entitled to take up to 5 sessions each week the first term after their 3rd birthday. These sessions provide valuable learning experiences for pre-school children and a thorough grounding and induction into school-life.

We feel that working with children in mixed age classes has many benefits, including the ability of the teacher to meet individual needs regardless of their Year group. Also, there is class stability and continuity making a child's transition from one class or year group to the other, more easy.

All three teachers have some teaching input into both classes, which we feel is a great strength as the children do not have a continuous 'diet' of the teacher for three or four years.

We continually assess the children in our care, through formal testing, in order to make our teaching relevant and effective..

Teacher assessment and results from national standardised tests are used to inform us about your child's progress and allow us to monitor and set individual targets.

Class 2

In planning programmes of study for your child, we recognise the importance of individual, group and whole class teaching and we are aware that children need to work both co-operatively and independently, and have a variety of learning experiences. Careful planning of the curriculum by staff ensures continuity, without unnecessary repetition. In some subjects a rolling programme over several years has been devised, whilst in other areas of the curriculum individual and group study take priority.

As there are three or four age groups working within each class children can easily work according to their individual abilities and support or extension work can be programmed to meet individual needs



Leaf picking in Autumn

THE SCHOOL CURRICULUM

Aims for the Curriculum

Through a broad, balanced creative curriculum, the school aims to promote the growth of a mature, responsible, self-disciplined individual, with consideration, tolerance and respect for others.

The staff work as a team, with the Governors and with support from the LEA, to achieve the aims of our school by developing schemes of work, based on agreed school curriculum policies, in line with the National Curriculum.

Teachers and support staff aim to seek out and develop a range of abilities, academic, practical, social, personal and physical within each child by providing balanced learning opportunities in skills, concepts, knowledge and experience.

We aim to develop lively, enquiring minds and to further relationships and attitudes based on respect and responsibility which we hope pupils will carry forward into the wider community.

We strive to ensure that all children are inspired and challenged in their learning and that their hearts as well as their minds are fully engaged.

Curriculum Organisation

Within our classes a variety of teaching methods are employed to achieve the planned objective, taking into account children's different learning styles. This includes whole class teaching, group and individual work. Children are grouped in a number of ways, by ability or mixed ability, interest groups, depending on the work or activity set, or the outcome required.

Our mixed age classes allow us more flexibility in groupings so that younger children can work with older children or higher ability groups can be stimulated and challenged irrespective of their year group.

All children work to the National Curriculum and competence in reading, writing and numeracy is considered a high priority. About half the time your child spends in school is devoted to the four main (core) subjects, English (Literacy), Mathematics (Numeracy), Science and Information Technology (IT). The rest of the time pupils are taught History, Geography, Design Technology, Music, Art, Physical Education and Religious Education. Underpinning all these subjects is a commitment to the social, personal, spiritual and cultural development of each child.

In Key Stage 1 subjects are sometimes integrated and a thematic approach is often used.

In Key Stage 2 most subjects are taught separately, with occasional integrated work, when appropriate.

Throughout the year, in both Key Stages, opportunities are sought for the children to learn through first hand experiences. Visits are arranged to support topic work and we may seek parental support for this work through voluntary contributions.

We believe that children achieve best when they are enjoying their learning. It is through a broad, balanced, creative curriculum, delivered in a stimulating, meaningful way that the highest standards will be reached and children achieve their highest potential.

The content of taught subjects is too diverse to be included in this prospectus but we are happy to explain the subject teaching programmes for your child and school policies and schemes of work may be obtained from the school office.

Special Educational Needs

We believe that all children have needs which are special and individual but a few children require extra attention in some areas.

Those children experiencing difficulties and children with exceptional ability will be identified through screening procedures. All children are encouraged to feel valued and to develop a positive self-image whatever their individual special needs. Most children's needs are catered for by individual attention and by careful matching of work to pupil by the teacher. Teaching staff are very aware of the diversities of individuals in age and ability. When planning programmes of study, provision is made for a variety of abilities within the subject, topic or theme to give learning opportunities for everyone.

The school is continually monitoring and assessing children's progress. If any child is found to be experiencing learning difficulties in any aspect of the curriculum or with behaviour then consultation with parents takes place at an early stage. Suitable programmes of study are devised to overcome difficulties and Individual Education Plans (IEP) are written, giving the child targets to reach. Parents are consulted at all stages and their help and support is sought and valued. School works closely with the LEA and other external support agencies and services as necessary.

RELIGIOUS EDUCATION

As a church school we offer an education based on Christian aims and values and actively seek to promote our Mission Statement. We enjoy close links with our village church, St Peter & St Paul. We attend several church services during the school year and the children take an active part in some of them.

Religious Education plays a vital role in the whole school curriculum and makes a significant contribution to the promotion of the spiritual, moral social and cultural development of each child. Religious Education helps pupils to develop a framework of values, attitudes and beliefs and also respect for and tolerance of other races, religions and ways of life.

Religious Education is taught in both classes and teaching follows the Bradford Diocesan Syllabus. Where a parent requests that their child be excused from these lessons the request will be granted. The same applies in respect of collective worship.

Daily collective worship is an integral part of school life and serves the purpose of developing a sense of belonging to both the school and the church communities. If you do not wish your child to take part in daily worship, please inform school and alternative arrangements will be made.



SEX EDUCATION

Three key areas for sex education are studied throughout your child's school life. They are – relationships, family life and growth and change. Sex education is an ongoing developmental process which includes the exploration of attitudes and values as well as the presentation of factual information. Like all learning, sex education is gradual and matched to the child's maturity and stage of development. Sex education is cross curricular, with many aspects being covered in other subjects. Some are taught separately and some are constantly reinforced through the school's ethos which is underpinned by our Mission Statement and aims.

Parents can withdraw their children from all or part of the sex education provided, except that which is required as part of the National Curriculum.

OUR “CREATIVE CURRICULUM”

We constantly strive to enrich the learning opportunities we offer all children. Currently, we are developing a more creative approach, which encourages independent learning skills around carefully planned themes and involving a number of curriculum areas. We have also significantly developed our games and PE curriculum, which has been enhanced by coaching sessions in a range of sports.

The teaching of modern foreign languages has been a strong initiative for us. Our junior children learn French and our infant children learn French through song and games.

Beyond the more formal subjects we also teach Personal, Social and Health Education, Citizenship, Multi-Cultural Education and Environmental Studies. These aspects of learning are very often covered as part of a broader topic in our rolling programme of Core and Foundation subjects.

In every area of our curriculum, children are encouraged to solve problems, to think for themselves and to gain confidence and independence in the way they study. We aim to develop this by offering the children a wide range of learning opportunities from many different educational starting points.

We encourage the children to develop their skills as they take part in the day's activities, during:

- Individual tasks
- Investigations
- Specialised tasks
- Co-operating groups
- Practical activities
- Discussions
- Working in Teams



PE AND SPORT

We encourage children to participate in a range of sporting activities both during PE lessons and as part of our extracurricular activities. We aim to develop all children according to their ability and we encourage them to improve their own performance and to understand the importance of teamwork.

In school time we have a programme of sporting activities which includes:

- Outdoor pursuits
- Dance
- Games
- Athletics
- Swimming



We regularly enlist the support of professional sportsmen/women who share their expertise with the children. They have been able to experience judo, street dance, hockey, running, fitness training and gym club.

JEWELLERY

The County and National Policy relating to jewellery is as follows:

- Pupils should not wear jewellery for any aspect of PE. This is to ensure that the wearer is not injured and that the wearer does not injure another pupil.
- Sleeper earrings should preferably be removed at home on PE days in the interests of safety and to ensure that they are not lost or damaged in school.
- Any child who needs to be excused from PE must bring a note from home. It is expected that children will have their PE kit in school on the appropriate days. All kit should be kept in a drawstring bag and taken home regularly to be washed.

PE Kit

White t shirt

Navy shorts

Pumps for indoor work and trainers for outdoor activities

Outdoor games

Tracksuit, warm jumper may be worn in cold weather.

Swimming – one piece swimsuit/trunks not swim shorts. Goggles may be worn if medically necessary.

Each year all children (with the exception of Reception) receive a 12 week course of swimming tuition. Our aim is that the children gain water confidence and safety and can swim at least 25 metres before they leave our school.

Extra Curricular activities

As the children move into Key Stage 2 they have the opportunity to play instruments. Currently we have a number of children learning the guitar.



We are able to offer a wide range of sporting activities and expert coaching from local sports clubs.

Activities include: football, netball, cross country, athletics, rounders, tag rugby, gym, basketball and judo. Many of our children also belong to sports clubs in the area. We also have regular cookery club, street dance, running club and football club.

HOMEWORK

As a rough guide we recommend that children might be asked to spend the following amount of time doing homework.

YR R Although we do not have a set time, we would expect you to share books every evening to encourage reading.

Y1 & 2 ~ About 1 hour over the week. (Usually reading and spellings)

Y3 & 4 ~ About 1 ½ hours each week. (Some of this should be daily reading)

Y5 & 6 ~ About 2 ½ hours per week. (Including some reading, Literacy and Numeracy tasks, finding information and follow up to other subjects in the curriculum)

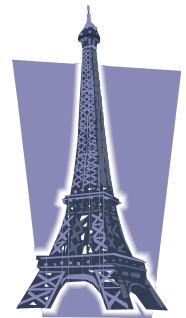
The class teacher will set homework

Learning support

We are proud that we can offer all our children learning support. Children across the whole ability range are able to benefit from extra one to one and group sessions specifically designed to enhance their learning.

FRENCH

Every child in our school benefits from a weekly French lesson.



ATTITUDES & DISCIPLINE

At Bolton- by-Bowland School we aim to provide a caring, understanding and happy atmosphere where children feel secure. We always encourage personal excellence and self esteem. Pride in work well done is stressed, leading to self respect and respect for others.

Within school, formal rules are kept to a minimum as we feel that children give their best where expectations are set realistically high and good behaviour rewarded. All children are encouraged to respect adults in school, their fellow pupils and property. It is also expected that all children will be well-behaved and attentive in the classroom. When problems do occur they are dealt with promptly and sympathetically and, where necessary, parents are involved.

The school operates a system which is designed to positively reward and promote good work and behaviour. Merit teams in both classes are established (red, blue, yellow and green) and the emphasis is on 'doing your best' rather than to promote competitiveness and care is taken not to put pressure on individuals.

Most Fridays of each term a merit assembly is held. Children are publicly praised in front of the school and children receive a merit badge and applause from their peers.



THE HOME SCHOOL AGREEMENT

When a child starts school parents are invited to sign our home-school agreement.

The agreement acts as a pact between the child, the parents and the school, acknowledging everyone's responsibilities in making every child's time at Bolton by Bowland a safe, happy and productive one.

The document is not legally binding but we hope that parents and children will agree to sign as a gesture of their goodwill in bringing these aims about.

OFSTED says.....

- "Spirit and moral development is excellent and this, together with the very good social development prepares pupils well for their next stage of education."
- ♦ 'Behaviour of students is outstanding'
- ♦ 'The school is currently making a good contribution to community cohesion'
- "Pupils consistently achieve well and reach higher than expected standards."



CHILDREN say.....

- “I like school because there are a lot of fun things in the playground”
- “I like school because I’m on the school council.”
- “I like our school because it has a variety of interesting subjects”
- “I like school because there is a lot of room to play and it's in the countryside.

PARENTS say.....

- “We are very happy with our school”
- “We are extremely pleased with our child’s first year at school.”
- “...being a small school, all the children and their needs are known by all staff.”



WAYS YOU CAN HELP

We try to ensure that each child makes a happy transition from home to school

HELPERS

We have parents and friends who help with our activities. We are deeply grateful for all their time, skills and assistance. If you have any time to spare and feel you would like to help in any way, please let us know

MONEY

It is sometimes necessary for your child to have money (other than dinner money) in school i.e. for morning toast. It should be brought to school in a named purse or wallet.

Pupils and parents are invited, from time to time, to donate to various charity appeals. There is no obligation to contribute. All donations are accepted on the understanding that they are voluntary

ILLNESS

Unless you are very fortunate your child will have some time away from school for illness.

Children who are unwell should not be sent to school, but if your doctor advises a return to lessons whilst still undergoing treatment, please contact school to discuss the problem. Unless special arrangements have been made, in writing, medicines can only be administered in school by a parent or guardian. If you have any queries regarding the administration of medicine, please contact school.

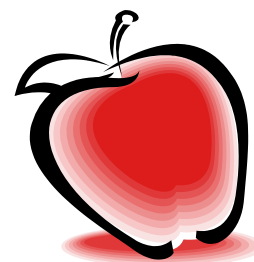


LETTERS

Any letters are given to the eldest child in your family whose responsibility is to deliver it to you. Please check school bags regularly in case your child forgets to give you your newsletter or other correspondence, as this is our main channel of communication. We also use a text alert on occasion. Please ensure that you give to school your current mobile number.

SCHOOL MILK

A small charge is made for school milk which is available for children in Foundation and KS1 **HEALTH SERVICES**



Regular routine visits are made to school by the school nurse. Extra visits can be requested if thought necessary by the Head teacher. In addition the children receive regular health checks. Parents receive prior notification of these checks by the Health Service.

HEALTHY SNACKS

Bolton-by-Bowland School is taking part in the Lancashire Healthy Schools Initiative which allows all children aged 4 to 6 to have a free piece of fruit a day. Children at Key Stage 2 are encouraged to bring a piece of fruit to school for afternoon playtime.

GREEN FLAG

In 2011 Bolton-by-Bowland Primary School was awarded the Green Flag status. This has been achieved by hard work and dedication to eco-principles by all the children and staff. We are proud to recycle and reuse as much as possible throughout our school and community and believe that this is education for life.



We hope you have enjoyed looking at our prospectus, if you require any further information please contact school

Mrs Maureen Stansfield
Head teacher

