



Bottesford C of E Primary School



**Headteacher  
Recruitment Pack**

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# Welcome from Chair of Governors

Thank you for expressing an interest in the position of Headteacher at Bottesford C of E Primary School. We are now looking for an outstanding and enthusiastic Headteacher to lead all our pupils on to the next chapter of their success stories. Mrs Louise McGrory has been our inspiring, caring and supportive Headteacher for 16 years and has led the school through many changes, including becoming an all-through primary school and a stand-alone academy converter. Mrs McGrory is retiring at the end of the Summer Term and will be much missed.

In this recruitment pack we hope to give a flavour of the school and a clear indication of what we are looking for in our new Headteacher. Our school is in very good shape and you will find a well-run organisation. You will lead a school that has an open and friendly atmosphere, is nurturing to pupils, has supportive parents and engages with the wider community. Trustees and staff are committed to supporting professional development and improvements. We aspire for our school to be even better, and see the recruitment of a new Headteacher as a fantastic opportunity to enrich the school and take it in new, exciting directions.

Trustees are seeking to appoint a Headteacher who will have the commitment and passion to build on our vision to provide the highest quality education in a caring environment. If you have what it takes to deliver excellent leadership, we would love to hear from you. We very much encourage you to visit us, the pupils and I will be happy to show you around. Please contact me at [school@bottesford.leics.sch.uk](mailto:school@bottesford.leics.sch.uk) or on 01949 842224 to make an appointment.

I look forward to meeting you.

**Debbie Bass-Pickin**

**Chair of Governors**







"Pupils have a **high level of respect** for the diverse society in which they live."  
– SIAMS

# Our Ethos, Vision and Values

## Our Christian Ethos

We are an inclusive school where each pupil's ability is recognised, valued and developed through a creative and challenging curriculum. We are at the centre of a wide partnership between parents, our local churches and the community providing a trusting and nurturing environment to prepare our pupils to confidently take the next steps in their lives. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils. Our values are built from consultation with our pupils, parents, staff and governors and with care and guidance from our local Churches and the Diocese of Leicester.

Our vision is a commitment to the highest standards of learning and achievement, recognising the uniqueness of the individual, knowing that this is best done in a nurturing and supportive way so that everyone can aspire and achieve together. We are driven by our desire to ensure all pupils are excited by learning, are recognised for achieving their best; that their efforts are rewarded and that this is in a respectful, friendly and happy school, in partnership with parents, our staff and the community where all are valued.

## Our Vision

To Aspire and Achieve All Together

## Our School Values

Respect, Friendship and Trust

## Our School Aims

**Aim 1:** Provide a safe, happy and healthy school which recognises and celebrates effort and success

**Aim 2:** Enable pupils to be excited by learning

**Aim 3:** Enable pupils to value and respect themselves, other cultures and beliefs and their world

# About Our School

The school provides a broad and balanced education for all our 4-11 pupils. We were delighted in June 2018 when Ofsted once again awarded the school its "good" status; this could not have been achieved without our team of hard-working staff, pupils and Trustees.

Located in the thriving village of Bottesford, the School has seen significant development over the past few years. Since becoming an academy in 2012, and based on projected pupil numbers, we successfully secured funding for the extension of the School including three additional classrooms. Our facilities include a large school hall, music studio, library and our own school kitchen. Externally, we have a large playing field, a tarmac playing area, an enclosed play area for 4+, horticultural plots and woodland area perfect for Forest School activities. Finally, we have our own breakfast & after-school and holiday club "Acorns".

Bottesford C of E Primary School is in a rural area in the Vale of Belvoir, in NE Leicestershire. It serves the neighbouring villages of Normanton and Muston, but also attracts pupils from the surrounding area as our geographical location borders Lincolnshire and Nottinghamshire. We have a well-maintained learning environment in a great location.

We have an enthusiastic and experienced staff; a skilled and effective governing body; a strong parent partnership and a thriving wider community.

We are very fortunate to have strong links with our local churches including the Parish Church of St Mary's in Bottesford which hosts the school's Harvest, Christmas and Easter services. Through our close links with the Rector Reverend David, who is a regular visitor in school, we have been recognised for our "outstanding" approach to developing spiritual understanding and to the diverse multi-faith world.



"Pupils are rightly **proud of the school.** (They demonstrate that) '**everyone can do something**' and '**everyone is valued**'."  
– Ofsted





We have established links with our neighbouring Vale Schools, Forest Way Teaching Schools Alliance and other school support services in Leicestershire which complement our outward looking focus. Our school is an academy but is not part of a MAT. We enjoy the autonomy and flexibility of being able to manage all our school processes and partnership working and have a strong track record in working collaboratively with a range of other schools.

The school has a thriving Friends of Bottesford Primary School association, most recently raising funds for playground improvements. Friends run numerous fundraising activities and initiatives throughout the year, including a Summer fair, Christmas market, school discos, the school uniform eco shop and much more. Friends are currently working to raise funds for a MUGA.

Our curriculum is broad and inclusive. Our pupils have shown great sporting prowess with admirable successes and trophies to display, in football, table tennis, basketball and Irish dancing. We have high quality music provision; all pupils enjoy singing and many pupils receive instrument tuition. We have recently introduced "character education" in our curriculum to inspire our pupils become the best version of themselves. Our pupils are keen to flex their character muscles which is recognised through character points and awards. Our after-school clubs currently are: Band, Children's Council, Choir, Drama, Football, Gardening, Gym, Irish Dance, Recorders.

The school has achieved a range of national awards including: A Gold Music Quality Mark, Accredited School Route to Resilience, Eco Schools Award, Healthy Schools Award, Sport England Schools Award Kitemark.

The school was judged to be "Good" in all areas by Ofsted and "Outstanding" in our SIAMS inspection.

We are very proud of the achievements of our pupils. They are encouraged to work hard and develop positive attitudes to their learning so that they can achieve to the very best of their ability.



"Pupils are  
**well motivated**  
to do their **best.**"  
– Ofsted



# Key School Data

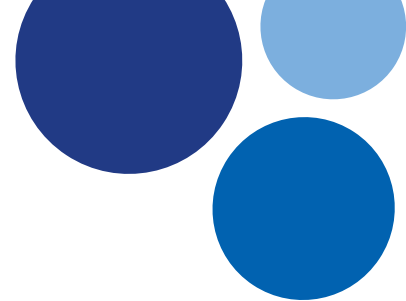
## Pupil Profile

Number of pupils on roll	272
Attendance rate 2018/2019	97.7%
%FSM	6%
%EAL	1%
% Pupils on SEND register	6.6 % (18 pupils on register)
Ethnic groups	94% White British



“Parents **speak highly of the school** and its inclusivity. They feel **welcome** to share ideas and feel **included** in what is happening in school. The active school Friends group has developed **strong links between the school and the wider community** through various fundraising and social events. Parents commented that **‘there is a real sense of community here’.**” – SIAMS

# Pupil Outcomes 2019



## KS2 Pupils meeting expected standard in reading, writing and maths (46 pupils)

Subject	Bottesford	Compared to National
Reading Writing Maths combined	72%	+7%
Reading	83%	+10%
Writing	94%	+15%
Maths	78%	-0.4%
GPS	80%	+3%

## KS2 Pupils achieving at a higher standard in reading, writing and maths (46 pupils)

Subject	Bottesford	Compared to National
Reading Writing Maths combined	22%	+11%
Reading	33%	+6%
Writing	37%	+17%
Maths	30%	+4%
GPS	44%	+8%

## KS2 Scaled Scores Results Average

Subject	Bottesford	Compared to National
Reading	105.1	+0.7
Maths	105.1	+0.1
GPS	107	+0.6



### KS1 Pupils meeting expected standard in reading, writing and maths (42 pupils)

Subject	Bottesford	Compared to National
Reading Writing Maths combined	69%	+4%
Reading	79%	+4%
Writing	76%	+7%
Maths	81%	+5%

### KS1 Pupils meeting higher standard in reading, writing and maths (42 pupils)

Subject	Bottesford	Compared to National
Reading Writing Maths combined	10%	-1.7%
Reading	26%	+1.2%
Writing	12%	-3%
Maths	17%	-5%

### Yr 1 Phonics Performance Percentage Pass Rate (33 pupils)

Bottesford	Compared to National
82%	-0.1%

### EYFSP Performance (29 pupils)

Measure	School	Compared to National
Good Level of Development (GLD) %	83%	+11%
Average Point Score	35.9	+1.3

# Our Class Teachers

## Class

## Teacher

### Ash Class YR

Mrs Anne Jacobs  
Mrs Yvette Wallis (Nursery Nurse)

### Oak Class YR/1

Miss Charlotte Hamer

### Elm Class Y1/2

Miss Stacey Keuneke

### Beech Class Y2/3

Mrs Pariss Glasgow  
Mrs Rachel Beveridge

### Willow Class Y3/4

Mrs Louisa Lonsdale  
Mrs Trish Taylor

### Cedar Class Y3/4

Mrs Emma Barker (Deputy Headteacher)

### Sycamore Class Y5/6

Mr Chris Andrews

### Chestnut Class Y5/6

Mrs Cindy Totham

### Hawthorn Class Y5/6

Miss Natasha Elwood

### PPA

Mrs Liz Mills (Teacher)  
Mrs Louise Gilbert (HLTA)  
Mrs Helen Killen Smith

"Staff consistently **go the extra mile** to ensure the needs of all learners are met, within an **encouraging** and **secure** environment, where **all children are valued.**" – SIAMS





# Our Community

Bottesford is the largest village in the picturesque Vale of Belvoir. It is near to Belvoir Castle, home of the Duke and Duchess of Rutland and has many links to the estate. Bottesford is situated on the boundaries of three counties and borders parishes in Leicestershire, Lincolnshire and Nottinghamshire. It is in striking distance of the historic market towns of Grantham, Newark and Melton Mowbray and within commuting distance of cities such as Nottingham, Peterborough and Lincoln, having excellent road links via the A1 and A52. London is also commutable using the North Coast Main line. The village has its own railway station and bus services connecting to Grantham and Nottingham.

As a result of this excellent location we have a balance of families who have long lived in the area as well as families who have chosen to move to Bottesford. We have a thriving community of approximately 3,600 residents, and our popular primary school serves the whole of Bottesford Parish, which includes the smaller neighbouring villages of Muston and Normanton. The village boasts a highly rated playgroup and secondary school. It has many amenities such as a library, village shops, a Post Office, doctors, dentists, hairdressers, pubs and more. The village has many lively sporting and social clubs for young and old.

The community often come together at events such as the annual bonfire and fireworks, Boxing Day duck race, Bottesford Bumble fun run, May Day fair, Village Open Gardens, Bottesford Toy Run, Santa Sleigh and the award-winning Friendly Bench which has been partnering primary school children with elderly residents to build even stronger connections.

Our village church is St Mary the Virgin and dates from the 12th Century. Other churches in the parish include St John the Baptist in Muston, and Bottesford Methodist Church. Bottesford is a friendly, thriving village and the school plays a very important part in village life.



# Our Wish List

## What our parents want in a Headteacher

- Is visible, welcoming and approachable
- Has strong community involvement
- Knows each child by name and gets to know them as individuals
- Communicates regularly with parents about school events and results
- Will ensure links with the pre-school and high school are maintained and improved
- Makes sure the school is inclusive for everyone and ensures every child reaches their full potential

## What our staff want in a Headteacher

- Is calm under pressure, is well organised and who makes careful decisions
- Is innovative, open to change and implements improvements
- Is a strong communicator and motivator
- Values the incredible team ethos
- Makes use of staff strengths and encourages them to develop their skills
- Places high value on the whole school experience including music, sport and dance

## What our children want in a Headteacher

- Is kind, patient and firm but fair
- Keeps their door open
- Gives us exciting activities like art and sport
- Spends money wisely
- Teaches us in a lesson every now and then
- Is a good listener
- Keeps 'Open the Book' going





# Job Description and Personal Specification

**Job Title:** Headteacher

**Contract Type:** Full Time

**Individual School Range (ISR):** L14 – L21

**Reporting to:** Board of Trustees and the Members of the Trust

**Responsible for:** All staff within the school

## Core Purpose

To provide professional leadership for Bottesford C of E Primary School, and act as CEO and Accounting Officer, to ensure the school's continued success and improvement and to provide an environment for teaching and learning that empowers both staff and pupils to aspire and achieve their fullest potential.

## Main Tasks and Responsibilities

### Strategic Leadership of the School

- Work with the Board of Trustees to develop a strategic view of the school and its community; analysing and planning its future needs.
- Formulate the aims and objectives of the school.
- Communicate the school's vision compellingly and drive strategic leadership ensuring staff teams have clear roles and responsibilities
- Ensure that policies and practices take account of national, local and school data, inspection and research findings.
- Monitor, evaluate and review the effects of policies, priorities and performance of the school in practice and take appropriate action.
- Lead by example, holding and articulating clear values and moral purpose, and focusing on providing excellent education for all pupils
- Display exemplary professional conduct and behaviour ensuring a motivated and effective staff team
- Build positive relationships with all members of the school community and stakeholders, including the Leicester Diocesan Board of Education
- Maintain and develop the Christian ethos of the school, the programme of religious education and worship and the links with St Mary's Church and to promote the spiritual development of pupils.
- Work with political and financial astuteness, translating policy into the school's context
- Keep up to date with developments in education and seek training and continuing professional development to meet the school's needs

## Teaching and Learning

- Determine, organise and implement a rich and exciting curriculum for the school
- Ensure excellent fully-inclusive teaching in the school.
- Ensure the school meets the needs of pupils with SEND.
- Demand ambitious standards for all pupils, instilling a strong sense of accountability in staff for the impact of their work on pupil outcomes
- Build on the ethos of a supportive learning environment within which all staff are motivated and supported to develop and reflect on their own skills and professional knowledge
- Maintain the culture of 'open classrooms' as a basis for sharing best practice
- Further develop an ethos within which all staff are motivated and supported to develop their skills and knowledge
- Manage CPD to maximum effect to ensure high quality teaching and learning
- Identify emerging talents, coaching current and aspiring leaders
- Hold all staff to account for their professional conduct and practice
- Ensure that parents/carers and pupils are well informed about the curriculum, attainment and progress and about the contribution they can make in supporting children's learning and achieving the school's targets for improvement.

## Management of the School

- Create and implement the strategic plans and annual improvement plans, underpinned by sound financial planning, management and organisation to secure the whole school improvement maintaining the cycle of continuous self-evaluation and school improvement planning.
- Ensure that the school systems, organisation and processes are well considered, efficient and fit for purpose, upholding the principles of transparency and integrity
- Provide a safe, calm and well-ordered environment for all pupils and staff, focused on safeguarding pupils and developing exemplary behaviour
- Be responsible for child protection and the welfare of pupils, ensuring that processes and practices are compliant with current legislation as well as being fully embedded and understood by all.
- Implement systems for managing the performance of all staff, addressing any underperformance, supporting staff to improve and valuing excellent practice
- Work effectively with the Board of Trustees and the Members of the Trust, by providing information, objective advice and support to enable them to meet their responsibilities for securing effective teaching and learning and improved standards of achievement, and for achieving efficiency and value for money.
- Present a coherent and accurate account of the school's performance in a form appropriate to the range of audiences, including Trustees and Members, Ofsted, DfE, parents and others to enable them to play their part effectively.
- Support strategic, curriculum-led financial planning to ensure effective use of budgets and resources, in the best interests of the achievement of the schools' sustainability
- Ensure that the school operates efficient and effective financial and administrative procedures, setting appropriate priorities for expenditure, allocating funds and ensuring effective financial control, in accordance with the requirements laid down by the governing body.

## School Improvement

- Ensure all members of the school community recognise that they contribute to and are accountable for the success of the school.



- Lead an outward-facing school which works with other schools and organisations to secure excellent outcomes for all pupils
- Build effective relationships with fellow professionals
- Develop innovative approaches to school improvement and leadership
- Inspire and influence pupils and staff to strive for excellence
- Foster positive relationships with the community, including local businesses, charities and the community to enhance learning and teaching.
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enhance and enrich the school and its value to the wider community.

## Legislation

Undertake all the duties of the job in accordance with relevant legal requirements, including health and safety and employment legislation.

## CPD

Undertake continuing professional and personal development

## Safeguarding

The school is committed to safeguarding and promoting the safety and welfare of children and young people and Headteachers should ensure that the highest priority is given to following guidance and regulations to safeguard children and young people. All staff and volunteers are expected to share this commitment and all appointments will be subject to appropriate vetting, including an enhanced DBS disclosure check and two suitable references.

## Reviewing Arrangements

This job description forms part of the contract of employment of the person appointed to the post. It reflects the position at the present time only and may be reviewed in negotiation with the employee in the future. The appointment is subject to the current conditions of employment in the School Teachers' Pay and Conditions Document as they relate to headteachers.

## Flexibility and Training

The Board of Trustees expects its employees to work flexibly within the framework of the duties and responsibilities specified above; to be aware of the need for discretion when accessing information of a confidential nature, and to have due regard to the Trustees' support of and commitment to Equal Opportunities Policies. This means that the postholder may be expected to carry out work that is not specified in the job description but which is within the remit of the duties and responsibilities and will be expected to undertake any appropriate training to assist them in carrying out any of the above duties.

**Please note that this is illustrative of the general nature and level of responsibility of the role. It is not a comprehensive list of all tasks that the headteacher will carry out. The postholder may be required to do other duties appropriate to the level of the role.**

# Headteacher Person Specification

The person specification below shows the key abilities and skills we are looking for in our new Headteacher. The selection panel will shortlist candidates on the basis of how well they meet the requirements of this person specification. We are looking for candidates who demonstrate knowledge and understanding of each area and show evidence of having applied (or awareness of how to apply) this knowledge and understanding in a school context.

	Essential	Desirable	Assessed by
<b>Education/Training /Qualifications</b>			
Qualified Teacher Status	Y		App, Doc
NPQH		Y*	App, Doc
Management Training or Qualifications		Y	App
Demonstrable commitment to continuing professional and personal development	Y		App/Int, Doc
<b>Experience</b>			
Experience of successful teaching	Y		App
Experience of teaching in more than one school		Y	App
Experience of a range of responsibilities covering different aspects of school life which have demonstrable outcomes for children	Y		App
Experience of successfully leading and managing whole school change initiatives	Y		App/Int, Ref
Experience of successful delivery against agreed strategic plans.	Y		App/Int
Experience of raising achievement	Y		App/Int, Ref
Track record of monitoring and evaluating the quality of teaching and learning across the curriculum including evidence of using data, benchmarks and feedback to monitor progress in children's learning.	Y		App/Int, Ref
Experience of developing relationships with stakeholders including local churches and the wider community		Y	App
Experience of effectively setting and managing budgets, including setting priorities for expenditure, allocating funds and cost control	Y		App/Int, Ref
Experience of recruiting, managing and developing all staff.	Y		App/Int
Experience of carrying out staff performance reviews and acting on any issues that arise from the reviews.	Y		App/Int
Experience of leading effective collective Christian worship		Y	App
<b>Knowledge</b>			
Evidence of a sound knowledge of the current major national and local issues, legislative changes and their significance for the management and leadership of a primary school.	Y		Int

Knowledge of relevant statutory requirements relating to schools	Y		Int
Sound up to date knowledge of developments in education, teaching and learning and best practice	Y		Int
Understanding of how high-quality performance management for all staff is linked to the school improvement	Y		Int
Up to date knowledge of child protection requirements and ability to put this into practice	Y		Int, ref
Understanding of the church school's role in the community	Y		Int, ref
Understanding of equal opportunities and ability to put this into practice	Y		Int, ref
Knowledge of the principles of financial management in schools, especially single academy trusts	Y		Int
Basic knowledge of health and safety and employment law		Y	App/Int
<b>Competencies</b>			
Ability to think strategically, develop, articulate and promote a clear vision for the school over the next three years	Y		Int
Ability to think creatively and imaginatively to identify opportunities	Y		Int
Set, monitor and evaluate targets	Y		App, Int
Think analytically, making informed use of inspection, benchmarking and research findings	Y		Int
Investigate problems, evaluate options, identify solutions, make and implement plans and monitor outcomes	Y		App, Int, Ref
Demonstrate ability and fitness to uphold and develop the Christian ethos of the school	Y		App/Int, Ref
Provide a sense of community in school, where each individual is valued and respected	Y		Int, ref
Develop and promote a positive image of the school	Y		Int
Understand, plan, manage and review the Trust's financial performance and position in order to meet the school's strategic objectives	Y		App, Int, Ex
Use resources cost effectively	Y		Int
Work effectively within policies and procedures	Y		Int, ref
Make sound decisions, often under pressure and to tight deadlines	Y		Int, Ref
Have high standards of written communication skills	Y		App
Use numerical and financial data confidently	Y		App/Ex
Communicate sensitively, clearly and persuasively with people at all levels	Y		Int, Ref
Manage and motivate individuals and build strong teams to achieve high standards of performance	Y		Int, Ref
Manage conflict effectively	Y		Int, Ref



Develop and maintain collaborative relationships within school and with a wide range of agencies and individuals	Y		App/Int, Ref
<b>If required;</b> undertake occasional teaching responsibilities	Y		Int, Ref
<b>Personal Attributes</b>			
Command credibility and respect from all members of the school community	Y		Int, Ref
Demonstrate commitment, reliability and integrity.	Y		Int, Ref
Understand and embrace the Christian Distinctiveness of our Church School	Y		
Show commitment to valuing cultural diversity	Y		Int
Demonstrate the ability to be resilient and calm under pressure	Y		Int, Ref
Be able to adapt to changing circumstances and new ideas	Y		App/Int, Ref
Demonstrate personal impact and have the ability to be an inspiring role model for staff and pupils	Y		App/Int, Ref
Is approachable and enjoys being highly visible to children and parents.	Y		Int, Ref
Demonstrate a track record of being able to achieve challenging professional goals	Y		App/Int, Ref
<b>Other Requirements</b>			
<b>Satisfactory Enhanced Disclosure and Barring Service (DBS) check</b>	Y		Doc

App	Application
Int	Interview
Ex	Exercise
Ref	References
Doc	Documentary Evidence

\*With effect from 8 February 2012, it is no longer compulsory for a first-time headteacher to hold the NPQH before being appointed to that position.

# A Word from Our Current Headteacher

It has been my absolute privilege to have worked here as Headteacher since 2003. In that time the school has undergone major changes such as reorganisation from a 10+ primary in 2008 to an all-through primary, and it converted to a stand-alone academy in November 2012. Three additional classrooms and an extension to the hall were built to support the increased number on roll. We currently have 272, with a capacity to take 315.

The children are a delight to engage with. They aim to be their 'best selves at learning' by considering what character muscles they need. The dedicated skilled staff work strongly as a team, supporting each other through coaching, mentoring and lending a helping hand or listening ear when needed! The Trustees are a dedicated group, who are supportive and carry out their strategic and monitoring roles effectively.

The school is outward looking and values the different partnerships it has. The school is part of the Vale Collaborative Partnership – a network of local schools who work closely together on shared priorities, conducting peer-to-peer reviews, sharing resources and collective CPD and offering advice to each other when needed. The school also accesses a variety of training offered by different teaching schools and Trusts. As a headteacher, I really value the partnership and support offered by Leicestershire Primary Heads (LPH), which offers up-to-date training for headteachers on current and national issues, support to new heads and aspiring leaders and conferences on current topics and leadership.

The school also has close links with St Mary's church and we are very proud of this partnership. Reverend David is currently working closely with the school to support developing its Christian vision; and the Open the Book team lead collective worship on a fortnightly basis.

I hope this information has encouraged you to apply to become Bottesford's next Headteacher, and to be excited to lead the school on its continued journey of success.

**Louise McGrory**



# How to Apply

Application packs are available to download from the school website.

If you have any questions regarding the recruitment process or this vacancy, interested candidates should contact Debbie Bass-Pickin, Chair of Governors by email via the school office.

Interested applicants are encouraged to visit the school and can make an appointment to visit and meet our staff and pupils by contacting Debbie Bass-Pickin, Chair of Governors via the school office on **01949 842224** or via email at **school@bottesford.leics.sch.uk**.

**Closing date for applications is 5.00pm on Thursday 6 February 2020.**

**Successful candidates will be notified via email on Friday 14 February 2020.**

**Interviews will be held on Thursday 27 and Friday 28 February 2020.**

Bottesford C of E Primary School is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff and volunteers to share this commitment.

This post is subject to an enhanced DBS check with barred list check.

We particularly welcome applications from under-represented groups including ethnicity, gender, transgender, age, disability, sexual orientation or religion.

## **Bottesford C of E Primary School**

Silverwood Road, Bottesford NG13 0BS

Tel: 01949 842224

Email: school@bottesford.leics.sch.uk

