



# Thomas Jolyffe Primary School

## Prospectus

2024-25



TO

# PARENTS

Thank you for taking the time to consider Thomas Jolyffe for your child's education. We understand it is an important decision to make and aim to offer as much information as we can in order to support you throughout the process.

Thomas Jolyffe is a Warwickshire School maintained by the Local Authority. Currently the school has 380 pupils aged 4 – 11 in 14 classes: 6 being Infant and 8 being Junior.

We aim to provide a lively, inspiring and caring environment where each child is encouraged to work hard, is enthused and enjoys learning and where they learn to take responsibility for themselves and others within a diverse community. We place great importance on our School Values of:

- Responsibility
- Respect
- Resilience
- Kindness and Care
- Empathy
- Teamwork

Through these values we work to develop happy, confident, self-motivated children who will ultimately take a positive, caring and active role in society.

All staff work extremely hard to create a friendly and enjoyable working atmosphere throughout the school in which all children will be happy and make good progress. Our excellent pastoral support team ensure that all children and their families are cared for to the very highest standard. We do not have a formal list of rules, but instead prefer to lead children to an understanding of the need to be responsible members of our school community as well as respecting others, their property and their views.

At Thomas Jolyffe Primary School, our motivation is to provide the learning, aspirations and well-being for all of our children so they can be the best they can be, which is our school motto. We aim to establish a partnership between home and school that places the child at the heart of all we do.

**Mrs Philippa Liversidge**

Headteacher

## What Do I Love About Thomas Jolyffe Primary School?

By Ava 3P

We have lots of fun in all of our lessons. The teachers are brilliant and have lots of creative expression. When we learn we sometimes have class discussions and I often like them because we will challenge people about their views and disagree and agree.

I love that two people every week will get a certificate for doing well and when they receive their certificate, as well as written comments, the teachers speak about what the pupils have done well at.

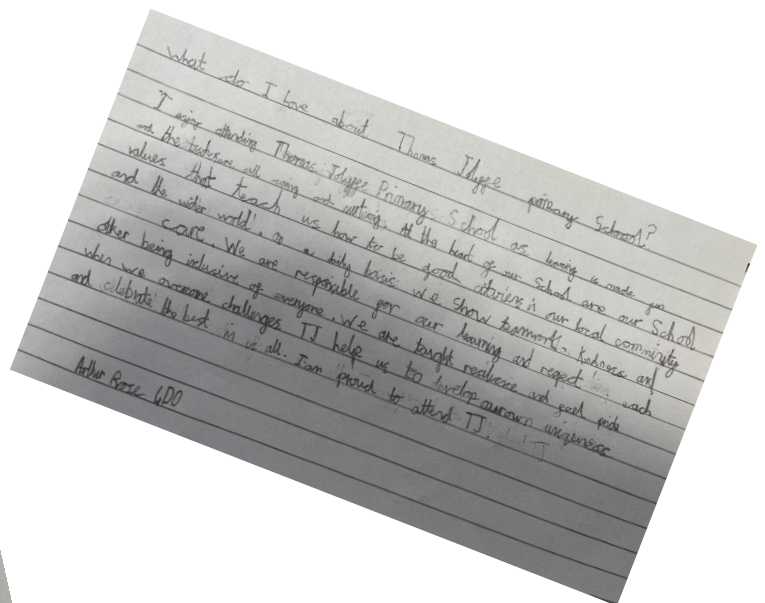
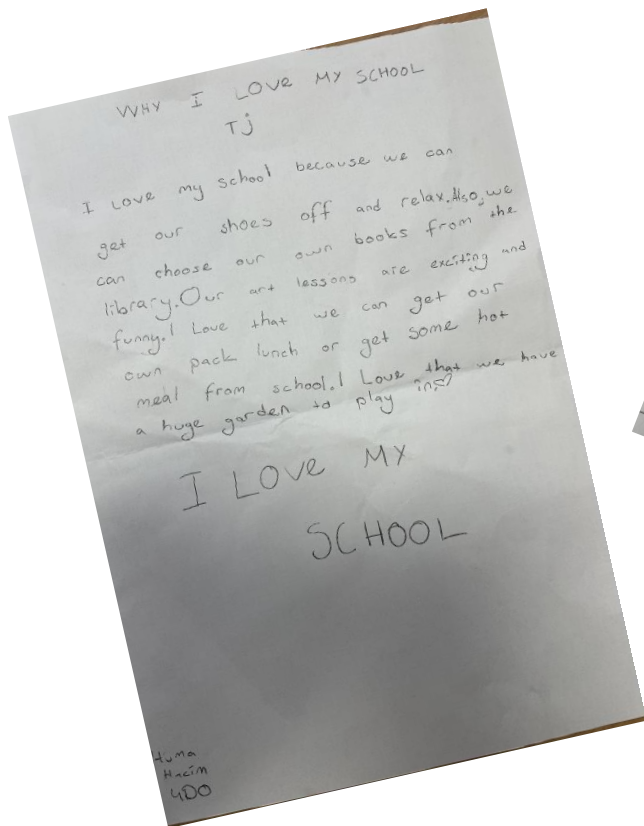
I also love that during the school week we also have singing assemblies. I really like it when we all get together and all sing the same song. We have been singing, "This is Our School", "The Bonkers Song" and "Bright New Shiny Day". Once we sang, "Pigs Oink Oink"!

One of the things I have really enjoyed about being at Thomas Jolyffe is that I have been introduced to lots of new sports. I have tried and enjoyed cricket, football and cross-country. In PE lessons I have also played netball, hockey and rounders. For sports day we often do howler throwing, hurdling, running and long jump. We also have fun sports day where I have excelled at the egg and spoon race.

TJ is a 'No Outsiders' school, which means it lets in people from all over the world and everyone is welcome. My friends include people from Poland, Spain, South Africa, South Korea, Vietnam and Turkey. My class has 30 people in it and I love that because that means that we all are making new friends all the time. The teachers encourage being friends with everyone and in learning we talk to our partners and share our thoughts and opinions.

We get put into 4 houses, Shakespeare (yellow, my house), Clopton (red), Avon (blue) and Welcome (green), and can win points each week for our work which go towards our house. The house with the most points gets their colour ribbon put on a shiny cup each week. I love this competition. It is very exciting to wait for the announcement of the winner each time. At the end of the term the house with the most points wins a special prize, for example, in the winter it could be a hot chocolate.

We have wonderful walking throughout the school. This is putting your hands behind your back and walking smartly. I love this because it encourages people to look smart. I want to look smart for my school because I feel proud to be there.





## OUR

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# SCHOOL AIMS

At Thomas Jolyffe Primary School we aim to provide a happy, secure and stimulating environment, which allows every child to develop. We encourage an ethos of team work, respect, actively caring for each other and a positive regard for all. We offer a welcoming and positive atmosphere where high expectations of care, academic achievement and behaviour are held.

We want our children:

- to develop all aspects of their character, particularly self-esteem, self-confidence, self-discipline and respect for others.
- to feel assured that the school cares for them and about them.
- to strive for excellence and realise their full potential.

We want our parents:

- to become partners with the school, recognising their responsibilities, working together and feeling that their contribution is valued.
- to become actively involved in the life of the school and the education of their children.

We want our curriculum:

- to be broad, balanced and appropriate for all children.
- to give equal access and opportunity to every child.
- to provide a range of active learning experiences, and encourage children to develop their intellectual curiosity and initiative.

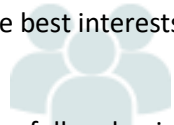
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# WELCOME TO THE TJ FAMILY

Hopefully together, we can prepare your child for the environment they will find when they start at Thomas Jolyffe. Discussion with children, visits to school and visits by the teachers are all ways of easing your child into school life.

The knowledge that there are playtimes, lunch times, story times and a regular routine helps with this reassurance. We will also try and prepare your child for the noise and bustle of the playground. We are used to working with children who find this tricky so try not to worry about them 'fitting in'.

Thomas Jolyffe Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The designated person for child protection will always carry out their responsibilities in accordance with the law, acting in the best interests of all children.



We look forward to welcoming you to Thomas Jolyffe and hope that together we can ensure a full and enjoyable education for your child.

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## OUR VALUES



We are  
**RESPONSIBLE**

We know that we need to be responsible for our things, our manners, our choices as well as our thoughts and words. We show our responsibility by leading different aspects of school as subject ambassadors, School Council and pupil voice where we share our ideas with teachers.



We show  
**RESPECT**

Our school aims to be a safe and happy place. Using our curriculum we try to create lessons that lead us to use a wide range of skills to help us in later life.



We are  
**RESILIENT**

We know we can do it, now matter how long it takes. We understand the power of 'yet'. Instead of 'I can't do it', we think 'I can't do it YET.'



We are  
**KIND AND CARING**

We actively care for each other. We are kind to each other and to ourselves. Thomas Jolyffe places this at the heart of all we do.



We show  
**EMPATHY**

As a community we understand how important it is to understand our differences. We respect each other and welcome everyone into the TJ family.



We are a  
**TEAM**

We want to live with strong friendships that will last a lifetime. We work as a team and learn from our mistakes together, leading to further success.

## THOMAS JOLYFFE HISTORIC LINKS

In 1482 Master Thomas Jolyffe endowed the Guild School with property, the income from which enabled a schoolmaster priest to be employed in Stratford 'to teach grammar freely to all scholars coming to the Guild School'.

For over 60 years children have attended a school on this site. The first classes were held in the Junior Building under the guidance of Mrs Otter, the Headteacher from 1951 to 1968. Her legacy is still seen hundreds of times every day as she also designed the school badge, therefore coining the nickname 'TJ', which is used by everyone in the 'TJ' family.

Still creeping out of the shadow of the Second World War, the design and building of a new school signalled a new era for the local community. It was constructed of bricks made from Cotswold Stone and served 49 infants on its first register.

Success began to spread and as popularity grew, spaces were increasingly limited. School opened its first Junior classes in 1954. By 1957 the Junior Building was growing all the time, with a corridor built to link to the brand new library. Mr Bavin took over the Headship in 1968 and a new open-plan building, able to accommodate 149 infants, continued the expansion in 1981. The architect of the original building presented a statue of Ariel, which stands on your right as you enter through the front doors.

Thomas Jolyffe Primary School had now been established for over thirty years. A proud reputation has been built up through the hard work and determination of its founders, followed by the close personal links in the community. We seek to carry on this work today as we strive for the highest standards of education for the most recent members of the TJ family.



### Follow us @TJPrimary

One of the best ways to get an understanding of the work we do at Thomas Jolyffe is to follow our Twitter feed. All of our curriculum areas feature as well as all of our enrichment opportunities, including residential visits, sports fixtures and educational visits.

As part of our commitment to online safety, we involve the children directly in our use of social media, paving the way for them to develop into responsible citizens with open minds. As children's access is often a major concern for parents, we look forward to your support in modelling responsible social media use.

# THE SCHOOL DAY

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At 8.45am doors open and children begin their day settling into early morning activities in their class.

## Morning Session Key Stage 1

8.45am to 9.00am	Registration
9.00am to 10.30pm	Assembly/Session 1
10.30am to 10.45am	Break
10.45am to 12.00pm	Session 2
12.00pm to 1.00pm	Lunch break

## Afternoon Session Key Stage 1

1.00pm to 2.15pm	Session 3
2.15pm to 2.30pm	Break
2.30pm to 3.25pm	Session 4

Key Stage 1 end their day at 3.25pm to allow parents time to collect from the Juniors at 3.30pm

## Morning Session Key Stage 2

8.45am to 9.00am	Registration
9.00am to 10.40am	Assembly/Session 1
10.40am to 10.55am	Break
10.55am to 12.00pm	Session 2
12.10pm to 1.10pm	Lunch break

## Afternoon Session Key Stage 2

1.10pm to 2.15pm	Session 3
2.00pm-2.15pm	Mile a day
2.15pm to 3.30pm	Session 4/Story

## DROP-OFF AND PICK-UP

Children should not arrive at school before 8.45am. Staff supervise pupils in classrooms from 8.45am onwards. Children should be collected promptly and the office should be notified of any change in the normal collection arrangements for children from school.

## LEARNING PARTNERS

Children will work with a variety of learning partners for different purposes within their classes. This ensures they are able to learn, collaborate and socialise with different children throughout the year, leading to new friendships and better understanding of each others' varied needs.



Statue of Ariel presented by the school architect

# SCHOOL ORGANISATION

## ON ROLL

The number on roll is approximately 380. There is capacity for 180 children in the Early Years and Key Stage One building and 240 in Key Stage Two.

There are 7 year groups in school. We have two classes of pupils per year group. They are identified as follows:

### Early Years Foundation Stage (EYFS)

**Reception** 4 - 5 years

### Key Stage 1 (infants)

**Year 1** 5 - 6 years  
**Year 2** 6 - 7 years

### Key Stage 2 (juniors)

**Year 3** 7 - 8 years  
**Year 4** 8 - 9 years  
**Year 5** 9 - 10 years  
**Year 6** 10 - 11 years

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# SCHOOL UNIFORM

## Winter Uniform

Grey skirt/pinafore dress  
Grey or black trousers  
White blouse/shirt  
Red sweatshirt/jumper/cardigan  
Red or black tights/grey or white socks  
Black shoes (no trainers)

## Summer Uniform

(After Easter)  
As winter, with additions of:  
Red/white striped or checked dress/  
playsuit  
Grey or black shorts  
Red sweatshirt/cardigan  
White polo shirt and grey skirt

## PE Kit

### Key Stage One (infants)

White t-shirt, red or black shorts and black pumps. Socks if wearing tights  
Pump-bag in which to keep the clothing

### Key Stage Two (Juniors)

**Indoor:** White t-shirt, red shorts, socks if wearing tights, black 'slip-on' plimsolls  
**Outdoor:** White t-shirt, black jogging bottoms, plain black or red jumper, pair of socks, trainers  
**Swimming:** Towel, swimming costume or trunks, hair tied back or bathing caps and separate bag

Trainers can be worn for sports activities only and should be used for the mile-a-day

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## Other Uniform:

*For health and safety reasons we do not allow children to wear ankle boots, open-toed sandals or sling backs.*

*Long hair should be tied back. We do not allow extreme hair styles or colour. We also ask that boys do not have their hair cut shorter than a 'number 2'. No tram lines etc are allowed.*

*Please ensure all clothing is clearly marked with your child's name.*

*Small stud earrings and wrist watches are the only permitted items of jewellery. Stud earrings should be taped up or removed for the day of all PE lessons.*

## EARLY YEARS - RECEPTION

### Our commitment to you...

At Thomas Jolyffe we recognise that a child beginning school is one of the most meaningful and emotional steps they will ever take. We also understand that each child is an individual, bringing with them a range of experiences, interests and abilities. The unique personality of each child is valued and their individuality is developed and celebrated. Children are at the centre of all of our decisions.

In Reception class we provide a consistently high standard of care and education by creating a secure and stimulating environment, where children can develop at an appropriate pace. Staff understand that a child's emotional well-being underpins good progress and success for life and therefore strive to support all children in acquiring the skills to be independent, confident, creative and resilient learners.

At Thomas Jolyffe we ensure the Early Years environment is a safe, happy and inspiring place for everyone.



## RECEPTION CURRICULUM

Teaching in Reception Class is designed to meet the requirements of the Early Years Foundation Stage Statutory Framework. We deliver a creative and engaging curriculum where we constantly strive to provide exciting and enriching learning opportunities for all of our children. Our highly skilled team ensure they develop children's learning through the areas listed here:

Learning takes place through a balance of child initiated and adult led activities. These take place in both the inside and outside learning environments. We are very committed to ensuring our continuous provision is of the highest most engaging standard.

### Prime Areas of Learning

- communication and language
- physical development
- personal, social and emotional development

### Specific Areas of Learning

- literacy
- mathematics
- understanding the world
- expressive arts and design

### Characteristics of Effective Learning

- playing and exploring
- active learning
- creating and thinking critically

## EARLY YEARS TRANSITION...

At Thomas Jolyffe we believe that as a good school our carefully planned transition into Reception enables staff to build up an accurate picture of all children very quickly, which results in them experiencing an enjoyable, secure and settled start to school life with us.

We firmly believe that transition is a process not an outcome. Therefore, transition begins in the Summer term, prior to children starting with us in the September. All children are invited into school for two play visits. They will meet their class teacher and teaching assistant, begin to become familiar with their new learning environment and have a shared story time. At Thomas Jolyffe we are pleased to offer children two visits as we feel they are already much more confident and settled by their second visit. In addition to this Reception staff visit children in their current pre-school or nursery setting. We use this time to talk to Key Workers and spend time with children in an environment which is familiar to them.

On the second week of play visits parents will be invited to a New to Reception evening. Staff will talk through our transition process and share with you a typical day in Reception. Parents will then be given the opportunity to view the learning environment, sample school meals, ask questions and speak to members of school staff. Books and Learning Journals will be available to look through, with our current Reception parents permission, for you to see the rapid progress children in our classes make.

In September we offer optional home visits to all families. Although optional we always have very close to a full take up on these visits and receive excellent feedback from parents about how helpful and supportive they are. Home visits provide an opportunity to meet you and your child in your own environment. Staff bring with them useful paperwork and children's book bags – kindly provided by our Friends of Thomas Jolyffe. This time also enables you to ask any questions and tell us all about your child.

Parent partnerships are highly valued as part of our wider school ethos. Therefore, you will be welcomed into school for a variety of occasions throughout the year – learning workshops, tea parties, early morning work sessions to name a few.



# THE THOMAS JOLYFFE CURRICULUM

21<sup>st</sup> century citizens

At Thomas Jolyffe we take great pride in delivering a rich and varied curriculum, delivered in a variety of styles, catering for the needs of every learner. Ofsted noted in 2018 that 'Children are captivated by their learning.' This is testament to the hard work and effort our teaching staff put in to foster a love of learning.

The curriculum is broken into core subjects and foundation subjects and these are taught to all children. English, Mathematics and Science are the core subjects with Technology, History, Geography, Art, Music, PE, RE, PSHE and French being the foundation subjects. This basic curriculum as prescribed by law is not intended to be the whole curriculum and we allow children further enrichment by teaching them to learn through Brainwaves – a key element of the International Primary Curriculum – allowing children to understand how we learn best.



The TJ Curriculum Route Planner. Further detail is available on the school website

There are two registration classes in each year group and the teachers involved plan meticulously to meet the needs of your child and to satisfy the requirements of the National Curriculum. Teachers may work with their own class or they may work with children from the whole year group. There are times when an individual child or a small group of children may work with a teacher or learning support assistant away from the classroom. Children are also sometimes taught by a Learning Assistant or Higher Level Teaching Assistant. This is in order to provide for our statutory obligation to provide Planning, Preparation and Assessment time during the school day. Sometimes subject experts are used to cover particular aspects of the curriculum in this time, for example PE in KS1. We teach French as a Modern Foreign Language in Key Stage 2.

The school has an ever developing commitment to utilising technology as part of the curriculum. Alongside the computer suite we also have 30 iPads, class laptops and interactive screens in each classroom. Computers are used to teach computing skills such as coding but also to enhance learning across the curriculum. Children have class lessons to be taught computer skills but also apply those skills in other subject areas. Information technology also facilitates children using many other types of computer equipment such as cameras, visualisers, VR headsets recording and sound equipment.

### **English**

Children will have an English lesson every day, with a focus on reading or writing or sometimes both. Using the highest quality reading texts, chosen by the Centre for Learning in Primary Education, children explore texts in great depth, developing deeper understanding through varied exploration. Skills of inference and deduction are drawn out by active teaching methods and promote imagination and creativity in writing.

We place great emphasis in oracy within our whole curriculum, learning the skills in English lessons. We scaffold and practise phonics and early reading as well as spelling patterns and rules when using our Spelling app, Spelling Shed. We apply these within writing and rehearsing the skills taught in lessons to compose high quality pieces that have been edited and improved and, most importantly, seeing these published in books we are all proud of.

### **Maths**

Our approach to mathematics focuses on increasing children's depth of understanding and mastery, using White Rose. After completing calculations with a given method, they are then taught to explain their mathematical knowledge by reasoning. This in turn then leads them to be able to solve problems in a variety of contexts and flex their mathematical muscles! Our lessons focus on active ways to learn mathematical methods and strategies, while utilising games, iPads and high quality learning apps, such as Maths Shed and Times Tables Rockstars (TTRS) for which we have a regular subscription to use at home as well as in school.

# PHYSICAL EDUCATION

## A vital foundation

In Physical Education, children learn that it is fun to be healthy and stay in shape. They learn how to prepare for and recover from exercise; a vital foundation to help them lead active and healthy lives as they grow up.

Young children are particularly active and the structure of the Foundation Stage Curriculum provides for physical skills and activity to be built in daily.

At Key Stage 1 children participate in a range of Games, Gymnastics and Dance activities, and at Key Stage 2 these are extended through Athletics and Swimming. Pupils learn and develop their skills, knowledge and understanding, confidence, competence, co-ordination and co-operation, all of which are important in their everyday lives. Children are given the opportunity to take part in a variety of extra-curricular clubs and may participate in inter-house and inter-school competitions, both during and after school.

We have many links with local clubs, enhancing the children's experience of a range of sports. We are a 'mile a day' school, encouraging the children to make fitness one of their daily priorities. We encourage pupils to take part, have fun and improve their individual performance so that they can learn to enjoy physical activity in their own time.



# PASTORAL SUPPORT

At Thomas Jolyffe we consider the emotional and social development of a child to be just as important as academic achievement. In order for a child to achieve their potential, it is vital that they are emotionally ready to tackle all learning challenges thrown at them. Without secure self-confidence, children are unable to take the risks associated with learning. It is our goal to support all of our pupils to become confident, independent individuals by the time they leave us at the end of Year 6.

Through our whole school ethos, extra-curricular offer and PSHE curriculum, we nurture children to develop resilience and character which will support them through the next stage of their life. There are times, in life, when children may struggle to manage their emotions and understand how they are feeling.

We understand that **everyone** has bumps in the road in life at some point. There are times, when coming into school, ready to learn, is difficult due to things that happen, in life, beyond our control. For that reason, we have a fantastic Pastoral Support Team working within our school who offer a varied range of additional emotional and social support for our children and families. We support children through family breakdown, moving house, friendship difficulties, bereavement, family illness and other events. We have good links with external support services and work closely with these to ensure our children are supported with more than just their reading and writing skills.



Climbing wall from the Year 6 residential at PGL

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# INCLUSION



Thomas Jolyffe Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. Every teacher is a teacher of every child, including those with special educational needs



We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.



Thomas Jolyffe is committed to inclusion. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Through our inclusive ethos and promotion of our school values, we celebrate the diversity in our school community.



Further details about our provision for learners with Special Educational Needs and Disability can be found in our SEND Information report and Special Educational Needs and Disability Policy on our website



**SCAFFOLDING**  
**SUPPORT**  
**CONFIDENCE**  
**PROGRESS**  
**INDEPENDENCE**



## HOME LEARNING

We recognise that everyone has different opinions about homework. Our homework policy allows parents to tailor children's home learning to suit their family, without the pressure of deadlines and problems such as not knowing how to use a mathematical method correctly and so on.

We do however expect that all children should spend time reading at home, preferably with an adult but also independently if they are ready, able and willing. Nothing is more important to a child's progress at school than this one thing. Make it a mainstay of your day and talk to them about what they are reading. Discussing words and books is equally as important as being able to read the words. Simple questions such as, 'What do you think will happen next?' and then, 'Why do you think that?' will make an enormous difference at home and at school.

Our 'Home-Learning' allows children to work on a project that links to the class topic they are currently exploring. For example, home-learning for the Year Two topic on The Great Fire of London could be interpreted as creating a Samuel Pepys style diary, or a model of London before the fire. The possibilities are endless and the only limit is your imagination.

While this approach is flexible and friendly, it is still essential that parents and guardians make it clear that homework is valuable and explain how it can help with learning so that children begin secondary school with a can-do attitude.

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# PROGRESS, ASSESSMENT AND TESTING

## CONSULTATION

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From Reception to Year Six, there are two formal consultation evenings per year, one in the Autumn term - usually November and one in the Spring term - usually March. These are formal appointments at which you will be able to discuss your child's progress, social interaction, homework, attendance and anything else you would like to know.

Junior children are invited to attend meetings alongside their parents and a parents' meeting report will be sent home.


Meetings take place in the two school halls but private appointments may also be made at other times.

## ASSESSMENT AND TESTING

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Children's work is continually assessed by their teacher across the curriculum using a system designed to accelerate progress in line with at least national expected standards. Parents are welcome to come and discuss these matters with members of staff, although we do recommend making an appointment beforehand.

Children have a phonics screening in Year 1, a multiplication check in Year 4 and tests in Year 6 in Maths and English. These are known as SATs (Standardised Assessment Tests or Tasks). These results are sent home with the annual report.



Annual written reports are completed and sent home during the Summer term, sometime near the beginning of July. These contain comments regarding academic progress, as well as personal and social development. They reflect children's next steps of learning as well as highlighting their key successes, effort and attitude across the year.

Parents are given the opportunity to meet with their child's class teacher to discuss their child's annual report.

## REPORTS

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# SCHOOL SERVICES

## MEALS AND HEALTHY EATING

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A piece of fresh fruit is provided daily for all children in the Infants. Children in the Juniors may bring in their own fruit to eat at snack time. School milk is also available from 'Cool Milk'. Children under five are eligible for free school milk and after that it is up to the parent/guardian to arrange purchase directly with 'Cool Milk' if required - full details are available from the school office. Milk provides an important nutritional requirement for young children and helps sustain them through the morning. Pupils are allowed to access the water fountains within their area whenever they wish. In addition, pupils are allowed to bring water to school in clear plastic bottles on a daily basis. These bottles may be kept in the classrooms and be accessed by children whenever they wish. Pupils may bring healthy alternatives to water such as squash or fruit juice to have with their packed lunch.

### Lunchtime

School meals are provided by Class Catering who provide a canteen style service. The meals available will be a choice of main course from several protein items, accompanied by one from two carbohydrate foods (potatoes, pasta etc) plus one from two vegetable items and a salad. Sandwiches are also available. The dessert course can be a choice from a traditional style pudding, fresh fruit or yoghurt. A drink is available to all pupils. Jacket potato with a choice of fillings is available daily as an alternative option. Dinner money is payable in advance electronically on ParentPay. Every family is set up with a ParentPay account. For those children entitled to a free school lunch, please call the Free School Meals office on: 01926 742060..

## EXTRA-CURRICULAR ACTIVITIES

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At Thomas Jolyffe we feel it is important to develop all aspects of a child's talents by providing a wide range of extra curricular clubs.

Choir, Gardening, Tchoukball, Colouring, Athletics, Country Dancing, Cookery, Netball, Rounders and Lego and Quiet Club are just a few that children have enjoyed, provided by our dedicated staff free of charge.

Peripatetic music lessons (Brass/Woodwind/String) are provided by County Music Service during the school day and are charged termly.



One of our many school teams at a Stratford sports tournament



Children taking part in Forest School activities

## MEDICAL ARRANGEMENTS

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If your child is unable to attend school, parents must telephone their children's absence on the morning of the first day. If your child requires further medication upon returning to school you can either come to school to administer it to your child yourself or complete an Administration of Medication Consent Form.

Minor accidents will be dealt with in school, but in the case of a more serious accident, parents will be notified and the appropriate help sought. It is very important that you keep us informed of any changes in the emergency contact numbers we hold at school.

## WIDER ENRICHMENT

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We believe that children learn through a combination of high expectations and a good example. We aim to promote self discipline, respect and a feeling of value from all of our children. Good manners, smart presentation and consideration for the feelings and views of others are encouraged. Where this is not the case it will be dealt with immediately and parents will be informed if necessary.

## POSITIVE BEHAVIOUR MANAGEMENT

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We operate a number of strategies for encouraging and developing good behaviour as well as good work. The staff display examples of work, creating a stimulating environment and encourage children to take pride in their work by praising their successes. A time-honoured, traditional house system gives children a sense of teamwork and belonging, extra to that of their class. Houses are Avon, Clopton, Shakespeare and Welcombe. Stickers and Class Dojo points are awarded for good work and behaviour. We have a Friday Celebration Assembly when certificates are awarded to a child within each class for demonstrating school values. As children mature, they are given responsibilities such as distributing the registers, ringing the school bell and working with younger children as buddies and mentors, as well as subject ambassadors and School Councillors. We encourage the children to develop a sense of respect for people and belongings by maintaining the presentation of the whole school.



Year Six children taking part in outdoor adventure activities

## SAFEGUARDING

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The safety of all our pupils is of the greatest importance and it is therefore essential that all parents understand that we have a duty to ensure the welfare of all children. All members of school staff are expected to report safeguarding concerns, in line with the expectations from the Warwickshire Safeguarding Children Board. Through our pastoral care, we are often able to support families on site as part of our duty of care.

## HELP IN THE CLASSROOM

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School positively welcomes all help in the classrooms, at after school clubs and on educational visits. You may have a particular skill or experience that you would be willing to share with the children—if so, please tell us about it! However, if you simply want to come and listen to readers for half an hour a week, we will be equally delighted to discuss how you can help.

Of course, all parents helping at Thomas Jolyffe need to complete a DBS clearance check but the office will be happy to help get the ball rolling. If you are able to lend a hand at any time, please contact Mrs S Arthur (Office Manager) in the first instance: Tel: 01789 267015, email: [admin2052@welearn365.com](mailto:admin2052@welearn365.com) or please call into the school office for a form/instructions for completing a DBS application.

# ADMISSIONS POLICY

The Standard Admission Number is the maximum number of children who can be admitted to a school in any year group. For Thomas Jolyffe the Standard Admission Number is 60.

Should we have more applications than there are places available the places will be offered using procedures adopted by Warwickshire Local Education Authority in the order of priority as follows:

1. Children living in the priority area given in the area booklet, who have a brother or sister at the school.
2. Other children living in the priority area.
3. Children from outside the priority area who have a brother or sister at the school in the Autumn Term of admission.
4. Other children from outside the priority area.

The priority area for Thomas Jolyffe is the area bounded by the canal and the Warwick Road. In all cases, decisions are based on the distance between home and school by the shortest walking route with priority going to those living nearest the school. This may apply

While encouraging parents to register their children at least 12 months before admission it should be noted that the length of time a child spends on the admissions register gives no priority to admission. Having registered your child at Thomas Jolyffe you will receive the letter offering you a place in January preceding September Admission. The child's place will be kept open until February by which time parents should have replied accepting or rejecting the offer of admission. The aforementioned criteria will always be the accepted procedure. Parents are able to apply to the Admission Office (01926 742037) for direction and for assistance with resolving any difficulties.

information included above can also be found in:

1. Information for Parents - A Guide to Education in Warwickshire.
2. Going to Primary School in the Southern Area of Warwickshire.





# SCHOOL GOVERNORS

The Governing Body has responsibility for the general overview and management of the school, including curriculum, Special Needs and Religious Instruction, staffing, finances, discipline and premises. The Governors report annually to the parents through the School Profile, informing them about how the school is performing.

All areas of the school and the local community are represented on the Governing Body. County Council Governors are appointed by the Local Authority, the Governors themselves appoint the Community Governors and the Teacher and Non-Teaching representatives are appointed by the appropriate staff within the school. The Parent Governors are elected by the parents and their special role is to develop links between the school and the parents. All Governors are appointed for a period of four years.

The Governing Body meets at least once each term, with sub-committees for finance and curriculum meeting at regular intervals. Visits are made by the Governors to the school and many attend special courses which enhance their understanding and skills needed in their role as a Governor.

The current members of the Governing Body are as follows:

Headteacher	Philippa Liversidge
Chair (LA Governor)	Kirstin Greygoose
Co-opted Governors	Kathy Copley Alan McDermott Sarah White
Parent Governors	David White Gurdeep Ubhi Rachael Jones Hannah Alexander Jeremy Silvester
Staff Representatives	Rachel Preedy Matthew Penn

# FTJ

## Friends of Thomas Jolyffe



The 'Friends of Thomas Jolyffe' (formerly known as the Parent Teacher Association) provides the school with invaluable aid. Financially this has often been equal in value to the investment of the County Council and this has been used to further enhance the education of the pupils of Thomas Jolyffe. Money that has been raised over the past two years has been spent on a set of 45 iPads, the Christmas theatre trip, Year 6 Leavers' hoodies, Infants' Reading journals, sports kit (including the table tennis tables), work on the school buildings such as Corinne's Meadow, resources for foundation subjects, funding our brand new sensory spaces and our school library – to be completed before December 2023! The school owes them an immense debt of gratitude.

The Friends of Thomas Jolyffe exists to foster social and professional links between parents of pupils, the school and the community. Over the years a close relationship built on mutual respect and trust has been achieved.

As a parent of a child attending the school, we would very much welcome your support of the Friends of Thomas Jolyffe. There is no membership application, no annual subscription or qualifying criteria. The association is organised and run by a Committee of volunteer parents, who willingly devote time and energy to the association. You do not need to give up a lot of your time, but instead bring a desire to want to go above and beyond to help in the education of our children.

New parents are always encouraged to bring new energy, experience and enthusiasm to assist with fund raising ideas. Each year an Annual General Meeting of the Association is held in the early part of the Autumn Term where a committee is created and discussions about the year ahead take place. You are warmly encouraged to attend - please support this association - it provides huge benefit to your child and others in school. Email [friendsofthomasjolyffe@gmail.com](mailto:friendsofthomasjolyffe@gmail.com)



# USEFUL CONTACTS AND GLOSSARY



**Thomas Jolyffe School Office** (open 8am – 4pm Monday – Friday)

Email: [admin2052@welearn365.com](mailto:admin2052@welearn365.com)

Tel: 01789 267015

[www.thomasjolyffe.warwickshire.sch.uk](http://www.thomasjolyffe.warwickshire.sch.uk)

Thomas Jolyffe Primary School  
Clopton Road  
Stratford upon Avon  
Warwickshire  
CV37 6TE



**Clopton Nursery**

The nursery is run separately to the school. Please contact the Clopton Nursery Trust directly on 01789 269360

Open from 7.30am to 6.00pm



**Warwickshire Local Authority**, Schools Admissions: 01926 414143  
Information regarding free school meals please contact the school office

**Warwickshire County Council**

Main Switchboard: 01926 410410

Open Monday to Friday 8.00am to 6.30pm

And Saturday 9.00am to 1.00pm

[www.warwickshire.gov.uk](http://www.warwickshire.gov.uk)

## School Glossary

Early Years:	Stages prior to Key Stage One. In our school this is Reception class. This may also be referred to as EYFS (Early Years Foundation Stage)
Infants:	Children in Reception and Key Stage One combined. We refer to the smaller of our two buildings as 'The Infant Building'
Juniors:	Alternative name for 'Key Stage Two' We refer to the larger of our two buildings as 'The Junior Building'
Key Stage One:	Comprising Years 1 and 2
Key Stage Two:	Comprising Years 3,4,5 and 6
Local Authority:	The county department responsible for the school

If you had asked me a year ago, I was really worried that my son would struggle at school. I can not believe how well he settled in and how much progress he has made!

The classroom is welcoming and staff are so nurturing.

The reception team know my son so well - so know just how to get the very best out of him!

I recommend T.J. School to everyone I speak to.

I can not thank you all enough!

