



BOOTHAM  
SCHOOL  
AGES 3-18

FURTHER INFORMATION  
ABOUT BOOTHAM JUNIOR SCHOOL  
2023/24

# Further information about Bootham Junior School

*"It is only natural that, when choosing a school, parents and their children should have many questions on a wide range of topics. I hope that the information here, and on our website, can answer a number of those queries for you. However, by far the best way to appreciate Bootham Junior School's very special atmosphere is to experience it for yourself. Whether you choose to come to one of our regular Open Events, or would prefer to make a private appointment, I look forward to meeting you and showing you around our school.*

*If you would like any further information then please don't hesitate to contact our Admissions Registrar, Lucy Carter, who will be happy to help."*

**Helen Todd, Head**

## **Information relating to the academic year 2023/24**

Every effort is made to ensure the accuracy of the information presented in the Prospectus and Further Information booklet. Nonetheless, Bootham is a living institution and changes may be introduced at short notice. This information, therefore, does not form any contract between parents and the School.

## Checklist

To guide your enquiry, you may wish to use this checklist of topics which are frequently raised at this stage and which are covered in this booklet.

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## Facts and Figures

Bootham Junior School is a coeducational day school catering for around 160 children from the ages of three to eleven years in our Nursery to Year 6 classes

Based in an award winning facility in York, we have purpose-built classrooms, a dedicated ICT suite, two adventure playgrounds, Art and Music facilities, an outdoor education area, gardens, sports fields, tennis courts and a library.

We also enjoy access to the facilities of our senior school, such as the swimming pool, theatre, Design Technology studios and science labs.

Classes sizes are no more than 20, with teaching assistants supporting in all of our year groups.

Quakers in Yorkshire founded Bootham School in 1823. Bootham Junior School became part of Bootham School in 1997. We run Bootham Junior School according to Quaker principles. People from many different backgrounds and beliefs form our school community.

We are delighted by the school's recent excellent inspection report (full details on the website) which confirms that education of the highest standards is being delivered across the board.

## Ethos

A Bootham education is about more than knowledge, skills and paper qualifications. Moral principles and a positive view of the world and its people play as much a part in daily school life as the educational outcomes, important as they are undoubtedly are.

That is because of Bootham's Quaker ethos, and a belief that each person has the capacity for goodness and a responsibility to attain that goodness. From the youngest child in Nursery to the most senior member of staff, there is, we believe, 'that of God' in everyone.

Following its Quaker principles, Bootham encourages its students to be creative thinkers, peacemakers and confident humanitarians. We hope that, while they are at school, and afterwards, they will contribute to responsive and responsible public leadership in the world.

Since the school was founded on ethical principles, our students learn their academic lessons in an informal, supportive setting before going on to live their moral lessons for the rest of their open-minded, confident, enquiring lives. That's why we say a Bootham education starts at the age of three and lasts a lifetime.

## Enrichment Activities

### Educational Visits

Throughout their time at Bootham Junior School, children will have the opportunity to take part in many educational visits. The visits may be organised to support curriculum studies or to enhance personal and social education. From Reception, all year groups take advantage of residential visits as part of their outdoor education.

### Clubs and Activities

A wide range of activities and clubs are offered every afternoon. All children are encouraged to join at least one club each term. These include a variety of sporting, academic, music, dance and drama activities.

### Eco School – Mini BEAST

Every week, the Mini-BEASTs (the Junior School branch of the Bootham Environmental And Sustainability Team) meet to consider new initiatives and raise awareness of environmental issues.

### Theatre Trips

As a partnership school with York Theatre Royal we take numerous trips to see shows, meet the cast & crew and tour backstage. Drama workshops led by theatre practitioners are enjoyed by every class.

### Music Lessons

In addition to curricular music lessons there is also the opportunity to learn musical instruments during school hours. Lessons are 20 minutes in length for children in Year 2 and 30 minutes for children in Years 3 – 6.

### Opportunities to Perform

We believe it is very important that children are given opportunities to perform in front of an audience in order to gain self-confidence. Many children perform in morning assemblies, regular concerts and school shows. LAMDA lessons and ABRSM examinations are offered for all ages.

# Curriculum

**Our aim is to provide an innovative, exciting and rich environment in which children are stimulated and motivated to learn through our adventurous and creative curriculum.**

**The core skills of literacy, numeracy and science underpin every element of our curriculum.**

## English

Whether it is learning to read, writing a non-chronological report or engaging in a lively debate, we know that excellent literacy skills are vital for success across the curriculum, as well as in later life. In addition to daily English lessons, literacy skills are reinforced and extended through topic work, underpinned by rigorous phonics teaching for our younger children.

## Mathematics

Maths is about a wide range of patterns and sequences, be they numerical, algebraic or to do with colour and shape. It is about gaining skills for life. Children will learn mental and written methods of computation and will understand how to apply their mathematical skills to a wide range of real-life contexts.

## Science

Skills of observation, prediction, investigation and research form the basis of our science programme. Through the range of topics we cover, children are encouraged to use logic, pose questions, form theories and draw conclusions from their findings. Quakers have a great history of achievement in Natural Sciences and we aim to nurture each child's curiosity about the world around them.

## Computing

As well as having a computer suite and computers in every classroom, there are interactive whiteboards throughout the school. Tablets are used when appropriate, particularly for coding, topic-based research, animation and presentations. Years 5 & 6 have individual Chromebooks.

## Homework

We encourage children to undertake additional work and activities which will support their school work. Reading, Spelling, Calculations and occasional project work is set in Year 1 and 2. More regular, formally set homework begins in Year 3.

# A Creative Curriculum

**We believe that children learn best when they are encouraged to see links between subjects and develop their own interests in learning. That is why we have a creative topic-based approach to our Arts and Humanities education. Under one umbrella topic per term, children are able to explore all aspects of curriculum areas.**

## Art

We encourage artistic expression by inspiring the children to develop their individual creative abilities. We teach different artistic techniques and styles, and help children to appreciate and understand the work of famous artists in different periods of history. Displays around the school celebrate our children's work, of which they are, quite rightly, very proud.

## Cultural Studies

Children study a different European language each year from Years 2 – 4. This gives them a wealth of linguistic knowledge to draw upon at the Senior School, as well as exposing them to cultures from around the world. Mandarin is taught in both Years 5 and 6. In Modern Foreign Languages, there is an emphasis on communication skills and cultural understanding.

## Food, Design and Technology

Work in this area involves identifying and solving problems. Children design and make a variety of items linked to their topic work. They make plans to design and improve their work and use a wide variety of tools and materials in a safe manner.

## Geography

Children develop an understanding and awareness of their local environment and that of the world. Through personal experience, field study and the use of maps, photographs and pictures, the children begin to understand and appreciate the world in which they live. We visit a variety of locations with different classes throughout the school year.

## World of Languages, Languages of the World (WOLLOW)

WOLLOW is introduced in Year 5 and is a linguistics programme exploring how languages work and how they are linked. It covers the history and development of English and celebrates linguistic diversity.

## History

Children will learn about the development of their own community, of Britain and of the world through the study of historical events. We organise visits both into York and further afield on a regular basis. Children are encouraged to develop a sense of identity and an understanding of various interpretations of the past.

## Music

Our musical tradition is a particular strength of the school. The curriculum offers a balanced programme of activities with an emphasis on listening and performing. Children learn about pitch and rhythm, and will learn to read music in Year 2 when they are taught to play the recorder. In Year 3, all pupils are given the opportunity to learn to play the violin. The choir, brass group, recorder groups, orchestra and others are well-established ensembles which give a number of performances during the year.

## Physical Education

A broad and balanced programme of activities incorporating elements of games, gymnastics, dance, swimming, athletics and outdoor and adventurous activities are provided throughout the Infant and Junior years. Children participate in a variety of sporting fixtures throughout the year. Our many sporting enrichment activities include: netball, football, tennis, basketball, dance, cricket, rounders and swimming.

## Personal Development

Personal Development, taught as a separate subject and interwoven throughout all aspects of school life, develops the qualities, skills and attributes children need to thrive as individuals, members of a family and society. Issues relating to specific class matters are addressed as and when they arise. The Year 6 curriculum helps to prepare for the transition to Year 7. Certain topics regarding Health and Relationships are taught as discrete units with the assistance of a school nurse. The 'Big 6' Dispositions: Reflective, Collaborative, Resilient, Adventurous, Independent and Creative are an integral part of all teaching and learning.

## Religious Education

Bootham School is affiliated to Quaker traditions and this plays an important part in the religious education of our children. The R.E. curriculum aims to develop the children's knowledge and awareness of themselves and of their place in society. We encourage the exploration of how significant events are celebrated and observed across the world to develop an understanding of different religions.

## Drama

Drama techniques are taught through English lessons to encourage self-expression, confident public speaking and creative thought. Every class performs in a nativity, play or musical at least once in the year.

## Outdoor Education

Children from Nursery to Year 6 are engaged in outdoor activities. These activities encourage and inspire our children to explore their natural environment and the great outdoors. Using the school grounds and local woodlands, as well as visits to the coast and rivers, children have the opportunity to make and use tools, to explore and play, to understand the natural world and to learn about geographical and scientific concepts. They grow in confidence, self-esteem and become self-motivated.

## *The perfect balance*

We understand that in the primary years it is important that both you and your child have one key person to turn to, someone who appreciates your child's unique qualities and who knows just what their next steps are. That's why an experienced class teacher, who sees your child for the vast majority of every day, is so vital. At the same time, there are some subjects that really lend themselves to specialist teaching and this provision means your child will progress further and faster in areas like Music or Languages. As your child approaches Senior School, we increase the number of key teachers working with each class to help prepare children for the move to full specialist teaching in Year 7. Class Teachers, with the support of a Teaching Assistant normally take their class for Maths, English, Science, Computing, Art and Humanities.

Specialist teaching is introduced as follows:

**Nursery, Reception and Year 1** - P.E. and Games, Forest School, Music.

**Years 2, 3 and 4** - P.E. and Games, Swimming, Outdoor Education, Music and Cultural Studies.

**Years 5 and 6** - P.E. and Games, Swimming, Outdoor Education, Music, Mandarin, WOLLOW and Food & Design Technology.

In addition, Maths in Years 5 and 6 is grouped by ability..

# A typical daily timetable

7.30 - 8.00	Breakfast Club
8.00 - 8.30	Before School Care
8.30 - 8.40	Registration for all classes
8.40 - 9.00	Morning Meeting or Assembly
9.00 - 10.10	Morning lessons
10.10 - 10.25	Morning break
10.25 - 12.10	Morning lessons
12.10 - 1.20	Lunch
1.20 - 3.30	Afternoon lessons
3.00	EYFS classes may depart
3.30	Years 1 - 6 classes may depart
3.00 - 3.30	Optional EYFS activities
3.30 - 4.15	Optional after-school clubs and activities
3.00 - 6.00	After-School Care

## Catering

It is never too early to set children on the right path to a life of healthy eating. That's why our chef is more than just someone who provides tasty, nutritious food. He actively involves the children in recipe and meal design, promoting healthy eating principles along the way.

All school meals are cooked on the premises. A wide variety of choice is provided to suit all tastes and dietary requirements. Teachers sit with the children to model good manners and assist as necessary.

Healthy snacks and drinks are available at morning break. Children are encouraged to drink water during lesson time as well as at play and lunchtime.

## Before and After School Care

Before and After School Care provides out-of-school childcare for our pupils.

After School Care offers a host of pursuits such as origami, card making, drawing, board games, construction or outside play.

This wrap-around care is particularly appreciated by working families and is designed to be flexible to meet the needs of all parents. Importantly, the club takes place in the school so there is a seamless transition of care.

The Before School Care and Breakfast Club is open from 7.30am. After School Care is available from 3.00pm to 6.00pm.

## Teaching Assistants

To further encourage and support children, classes have additional teaching support, provided by teaching assistants. They assist teachers in a variety of ways, primarily by being on hand to help children understand their studies and to teach children individually or in small groups.

## Special Educational Needs

We aim to meet the needs of all our children in school and have rigorous procedures to identify and meet the needs of children with special educational needs. Support can be given to the children in small groups and we work closely with external providers.

## Able and Interested Provision

Children who are very able or who have a particular interest have a variety of provisions made for them. This includes extension work in relevant subjects, working on projects and activities which will develop their skills further. There are also termly ICE (Inspire, Challenge, Enrich) Workshops where we invite children with similar interests from across York to join our pupils exploring an area in more depth.

## Activity Programme

Many children stay at school to take part in our extensive activity programme. From netball and archery, to knitting, chess or musical theatre - there is something for everyone.

## Pastoral care

One of Bootham's great strengths is our commitment to pastoral care. Understanding, valuing and nurturing every individual is at the heart of all we do. The teachers all have time to meet with every child for an extended tutorial each term and the Deputy Head is available for parent drop-in sessions as well as to work with individuals and small groups to give personalised support when needed. At the start of the academic year, or whenever a new pupil starts, the Deputy Head will spend time with every child ensuring they have settled in, made friends and are getting used to the new challenges.

### Dispositions

Our 'Big 6' Dispositions set out key transferable skills we would like all of our children to develop during their time with us. Becoming Reflective, Collaborative, Resilient, Adventurous, Independent and Creative is an integral part of all teaching and learning across the school and dispositions are embedded in all aspects of the curriculum. Growing in self-awareness, empathy and the ability to work with others will help pupils to form and maintain good relationships, better enjoy and manage their lives and develop essential skills for the future.

### Global Citizens

Our Quaker heritage challenges our whole community to 'Build a Better World' and so our children are encouraged to take part in a range of practical activities that promote active citizenship and social action. This could be charity fundraising, the planning of special events such as an assembly, or involvement in an activity to help people in the local community.

All of our Year 6 children become Stewards, taking special responsibility for an area of school life, such as the Environment. This encourages our oldest children to step up as leaders, giving of their time to help others.

Throughout the school, children have the opportunity to hear visiting speakers, such as police or representatives from different faiths, whom we visit or invite into the school, to talk about their role in creating a positive and supportive local community. We discuss current affairs and links are made with other schools around the world in connection with our International Schools Award. In this way we hope our children gain an awareness of and appreciation for the wider world as well as realising their actions can make a difference.

### Transition to Senior School

It is our expectation that all Junior School pupils will move on to Bootham Senior School at the end of Year 6. During the course of Years 5 and 6 there are many opportunities for the children to meet Senior School staff, spend time at the Senior School and ask any questions they may have. Specifically, on Friday afternoons, Years 5 and 6 move to the Senior School, taking advantage of the specialist sport, music and DT facilities; familiarising themselves even more with the site and staff. School ends at 4:00pm for these classes on a Friday, with optional activities at Senior School until 5.15pm.

If for any reason we felt that transition to the Senior School would not be appropriate for your child then we would discuss this with you during the course of Year 4 and Year 5.

### Medical Information

Children who are unwell in school will be kept under close observation. Should they need to go home, every effort is made to contact you or one of your named emergency contacts.

### First Aid

In the case of accident or injury at school, there are qualified staff who can administer first aid.

## Uniform and Equipment

Children in all years wear school uniform which is available online from our suppliers, Schoolblazer. With the exception of stud earrings and watches, (both of which should be removed for P.E.)

jewellery is not permitted. Long hair should be tied back during the school day.

All pens, pencils and other desk equipment is provided by the school from Nursery to Year 2. Children in Years 3 – 6 should bring their own pencil case of equipment. All books, paper and

exercise books are provided by the school.

Sports kit should be purchased through the school suppliers.

Full details of the school uniform and sports kit is available from the school office.



# Fees

## FEES FROM SEPTEMBER 2023 – JULY 2024

Class	Fee per term
Nursery & Reception	£2,625*
Years 1 and 2	£3,080
Years 3 and 4	£3,925
Years 5 and 6	£4,200*

\*Bootham Junior School is a registered provider of the Nursery Education Grant

The charge for After School Care and Breakfast Club is £5 per hour for Years 1-6 and £6.00 per hour for Nursery and Reception. After School Care is available from the end of the school day till 6pm. Breakfast Club is from 7.30am - 8.30am. Children arriving between 8.00am and 8.20am will be billed £1.70. Children arriving after 8.20am will not be charged.

### Payment of Fees

Fees are due on the first day of term by direct debit. If preferred, a monthly payment scheme is available.

### Fee Discounts

Where fees are paid by lump sum in advance, a discount is available. This is of particular value to you if you are a UK tax-payer as the benefit is not subject to tax.

### What do the Fees Include?

The fees include:

- all tuition and most activities
- a mid-day meal, freshly cooked in school.
- standard books, materials and equipment
- personal accident insurance

### Childcare Vouchers

Childcare vouchers offer working parents tax and NI savings and can be used in payment or part payment of school fees. For further information, email Heather Lord at heather.lord@boothamschool.com or telephone 01904 623261.

### Nursery or Early Years Vouchers

All three and four year old children in the UK are entitled to 15 hours of free Early Years education per week. Vouchers can be used in payment or part-payment of fees while your child is in Nursery or Reception Class.

We also offer the 30 hours childcare vouchers, please contact us for details.

### Additional Charges

Additional charges will be made for:

- Individual Music lessons
- Personal accident insurance
- School photographs
- Excursion expenses
- Specialist activities
- Breakfast Club, Before and After School Care

### Fees for 2024 and beyond

Fees are reviewed each year and changes usually come into effect from the Autumn term.

## Admission Process

### How to Register

If you feel Bootham would be the right school for your child or children, you will need to register their names with us. To do so, please complete the Application for Admission Form and return it together with a registration fee of £50 for each child.

Registering your child will set the entry procedure in motion and should also be the start of a happy

relationship between the school and your family. You will be invited to various school activities and will receive information from us in the years or months before your child joins Bootham.

### Assessment

Once an application form has been received, a mutually convenient time is arranged for your child or children to spend some time with us at the school, during which an assessment will be made. This will usually be within the classroom setting and the class teacher will make a recommendation to the Head.

A reference from the present school will be sought, to ensure that all your child's needs can be properly catered for at Bootham.

Offers of places can only be made following this process. The full Admissions Policy is available on the school website or on request from the school office.

### Accepting a Place at Bootham

Accompanying the letter offering a place at the School will be the Acceptance Contract and the School's Terms and Conditions of Acceptance. These set out the formal financial agreement between the School and parents or guardians. A non-refundable deposit of £75 is required at this point. Parents wishing to see these documents before making an application should contact the junior school admissions Registrar.

One full term's notice is required if a pupil is to leave, or cease music lessons. Notice, in writing, must be given by the last day of the preceding term. Parents are advised to read the Acceptance Contract and Terms and Conditions of Acceptance carefully and to ask for clarification if any point is unclear. We have, however, kept it as short as possible because we believe that good faith forms the best basis for our relationship with families.



# School Staff

## HEAD

Helen Todd

## DEPUTY HEAD

Anna Harrison

## DIRECTOR OF STUDIES

Karen Brunyee

## HEAD OF EARLY YEARS (EYFS) & SENCo

Louise Leaf.

## TEACHING STAFF

Pamela Gilchrist

Louise Leaf

Kerry Fitzpatrick

Sally Kay

Julie Gardiner

Nathan Walton

Grace Kimber

Jessica Birch

Katy Cave

Jacob Butterfield

Victoria Ougham

Jack Mackenzie

Murray Gibb

Dina Bonner

Angelica Coates

Lei Li

Jay Thorpe

George Trifan

Rachel Rogers

Nik Briggs

## TEACHING ASSISTANTS

Siham Welham

Hayley Johnson

Karen Robinson

Nursery, Art

Reception

Year 1, English

Year 2, R.E

Year 3, Personal Development and  
Enrichment Coordinator

Year 4, Humanities

Year 4, Cultural Studies

Year 5, Mathematics

Year 5, Design Technology

Year 6, Swimming

Year 6, Humanities

Director of Music

Director of Sport

German

Spanish

Mandarin

Outdoor Education & Forest School

Swimming & Games

Swimming & Games

Drama

EYFS

EYFS

EYFS

## TEACHING ASSISTANTS (cont.)

Louise Ferguson

Neil Friend

Emma Croft

Shelley Roper

KS1

KS1, KS2, P.E.

KS1, KS2

KS2, Before & After School Care  
Supervisor

## VISITING MUSIC STAFF

Tim Bailey

Paul Baily

Isabel Dowell

Jill Garside

Rachel Gray

Alex Hogg

Tom Johnson

Claire Jowett.

Anna Marshall

Rosie Morris

Matthew Palmer

Nikki Warrington

Kate White

Peter Widgery

Clarinet

Piano

Bassoon

Oboe

Cello

Electric Guitar

Drums

Violin/Viola

Trombone/Trumpet

Double Bass

Guitar, Piano

Flute/ Voice

Clarinet/Saxophone

Horn

## ACTIVITY PROVIDERS

Noel Stewart

Clare Blaze

Nik Briggs

Bradley Austin

Michelle Gatenby

Chess

Dance

Speech and Drama

Tennis

Swimming Squad

## ADMINISTRATIVE STAFF

Gavin Blackstone, B.A., CPFA

Heather Lord

Lucy Carter

Bursar

Finance Officer

Junior School Registrar & Development

Co-Ordinator

Administration Assistant

Catering Manager

Caretaker

Chloe Harrison

Tom Kaye

Steve Harrison

# Governing Committee of Management 2023

## **The Governing Body is also known as the Governors' Meeting.**

Governors are responsible for the management of the school. They decide on its overall policy and strategy including plans for development. They are also regarded by Charity Law as the Trustees of the School and need to ensure that the School is run in accordance with its charitable objects.

Members are nominated by Governors, parents or BOSA and subsequently appointed by Quakers in Yorkshire (for more information please visit [www.quakersinyorkshire.org.uk](http://www.quakersinyorkshire.org.uk)).

The Committee appoints a Clerk (Chair) and a Treasurer from within its membership. Appointments are usually for four years, and a second term of four years may be served.

The Governors' Meeting is concerned with policy, strategy and outcomes, and meets each term to receive reports and recommendations from five sub-committees. Deneal Smith is present, together with Martyn Beer (Deputy Head), Helen Todd (Head of Junior School), Gavin Blackstone (Bursar) and a Staff observer. In accordance with Quaker principles decisions are recorded in Minutes agreed by those present at the meeting.

The five committees – Governance and Compliance, Education, Fundraising, Finance and Resources and Nominations – meet at least once each term with Chris Jeffery (Head) and other members of staff as appropriate. Each of the sub-committees has power to co-opt up to two members.

## **The members of the Governors' Meeting as at 1 January 2023 are:**

### **Melissa Askew**

### **Peter Coltman**

Formerly an educational television producer/director working at tertiary level, he is currently the Clerk to trustees for Leeds Area Quaker Meeting. He has experience both as a company board member and as a trustee of several charities, including the Joseph Rowntree Charitable Trust. He is a volunteer advisor for Leeds Citizens Advice.

### **Sarah Coltman**

Sarah has recently retired from a post with Leeds City Council Children's Services, School Improvement Team which she has thoroughly enjoyed for the last decade. She is currently the clerk of Adel Quaker meeting, trustee of a nursery and governor of a primary school in Leeds.

### **Pippa Farrington**

### **Juliette Healey**

York parent to an Old and a current student. An economist and business expert for the Bank of England currently working on strategic projects (ex-Agent for Yorkshire). Previous experience in a variety of roles - including non-policy areas such as HR and external communications - and stints working on policy at HM Treasury and the International Monetary Fund. Trustee for St Leonards Hospice and non-executive director for social housing provider Incommunities. Strong supporter of Quaker ways and approach to education.

### **Simon Hetherton (nominated by BOSA)**

Old Scholar (1959-65), son of Old Scholar, father of five Old Scholars. Durham University (Law & Politics). Solicitor until retirement in 2006. Bootham Treasurer from 1983 until 1991.

### **Rachel Hicks (representing parents)**

A current parent with a daughter in College. Marketing professional, currently working as a consultant to schools and charities; former marketing manager of Leighton Park (Quaker) School in Reading and a previous chair of the Association for Admissions, Marketing and Communications in Independent Schools (AMCIS). Piano teacher and singer; Co-chair of the Community Committee at York Minster and member of the Cathedral Council.

### **Jon Lovett**

A Quaker who lives in Osmotherley on the North York Moors and is a member of Kirby Moorside Meeting. I work at the University of Leeds where I am Chair of Global Challenges in the School of Geography. I have a strong interest in wider participation in education and run six open access courses on the FutureLearn platform. Before moving to Leeds I worked at the University of Twente in the Netherlands and the University of York. Much of my work is international with projects in several countries in Africa, Indonesia, India, Nepal and Mexico.

### **Edward Potten**

Edward combines academic work with running a consultancy business providing services for HE and private owners of early-printed books and manuscripts. He was formerly an Associate Director and Head of Rare Books at Cambridge University Library, and before that ran the Printed Books Office of the John Rylands Library. He is a Bootham parent – of Tilly Potten in Lower Seniors – and has served as a governor previously at St. Luke's Primary School, Cambridge.

### **Graham Ralph**

A Quaker and parent of two Bootham Old Scholars. Taught at Bootham for 32 years (initially in residence), retiring as Deputy Head in 2012. A member of Friargate Quaker Meeting in York; recently a governor at Breckenbrough (Quaker) School in Thirsk."

### **Rosemary Roberts**

A Quaker teacher recently arrived in York. Worked in nursery and primary schools, and was heavily involved in the early development of Sure Start programmes, emphasising parents and children learning together. Since 2002 has completed a doctorate and published on the early development of wellbeing. Has worked as an early years consultant both in the UK and Australia. Her pre-occupations, especially post-pandemic, are with the mental health and resilience of children and young people.

### **David Stanton**

Quaker and Old Scholar. A member of Quaker Peace and Social Witness central committee from 2014-16; Director of Friends Trusts 2009-15; Chairman of UNICEF UK 2004-13; Governor of Canonbury Primary School 2003-06. Civil servant until 2003: roles included British Ambassador to UNESCO; member of the board of the World Bank; and responsibility for European Union, financial and aid policy matters.

### **Cathy Woodbine (formerly Limb)**

An Old Scholar of The Mount, from a Quaker family and a recent Bootham Parent. Cathy originally joined the governing body representing parents. Her career was spent in the Pharmaceutical and Technology sectors, with international HR responsibilities in a number of blue chip companies, including a European expat assignment.

### **Keith Knight**

A Quaker and parent of two former Bootham Scholars. Professionally an architect with expertise in historic buildings. Served as a governor of a primary school and Trustee of Wentworth Woodhouse (WWPT) and the Institute of Historic Building Conservation (IHBC) and served on a variety of committees. As well as working extensively as an architect in the private sector Keith was Building Conservation Officer for a National Park and a London Borough and Historic Buildings Architect for English Heritage. Recently retired Keith is a York Minster Guide and City of York Guide.

## How to find out more

### Come and visit us

Undoubtedly, the best way to find out all you would like to know about Bootham is to visit the school. You are most welcome to do this in one of two ways:

- Open Events for prospective families are held on a regular basis. They involve a tour of the school, the opportunity to speak to pupils and a meeting with a senior member of staff. There will be a chance to see the school at work, hear some of the children's music and to meet the staff and pupils. The dates of any forthcoming Open Afternoons are advertised on the school website.
- Individual family tours and a meeting with the Head at a mutually convenient time.

### Who to contact with queries

Our Admissions Registrar deals with all the day-to-day issues of the entrance procedure. She will be delighted to hear from you with any queries or to make an appointment to visit the school.

Contact details:

Phone: 01904 655021

Fax: 01904 651666

Email: [junior.admissions@bothamschool.com](mailto:junior.admissions@bothamschool.com)

Address: Bootham Junior School, Rawcliffe Lane, York YO30 6NP

### Finally...

This booklet has been produced to provide you with some essential information.

Further details about the school and our policies is available on the website or on request from the Head.

Please do not hesitate to contact us if you have any further questions. We will always be very happy to help you.

## Come and visit us

### By Rail

People travelling to York by rail will arrive at the main York Station. From the station it takes approximately 35 minutes to walk or 15 minutes by taxi.

### By Car

Approach Bootham Junior School from the north of the city on the A19, via the outer ring road following signs for the City Centre. After approximately 2 miles turn left at the traffic lights onto Rawcliffe Lane. Bootham Junior School is located on the right hand side.

### Parking

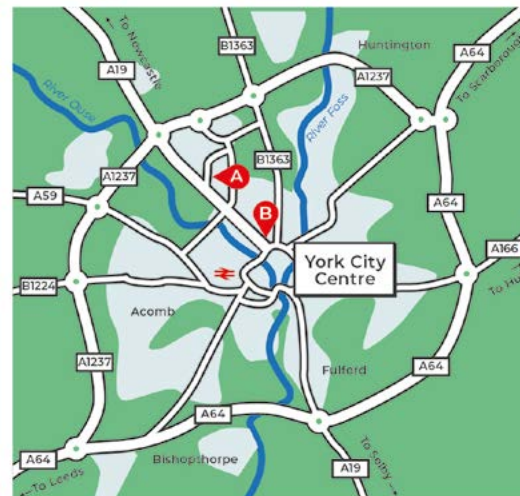
There is free parking on-site for prospective parents.

Please note: the Junior School site is a short walk or taxi ride from the Senior School.

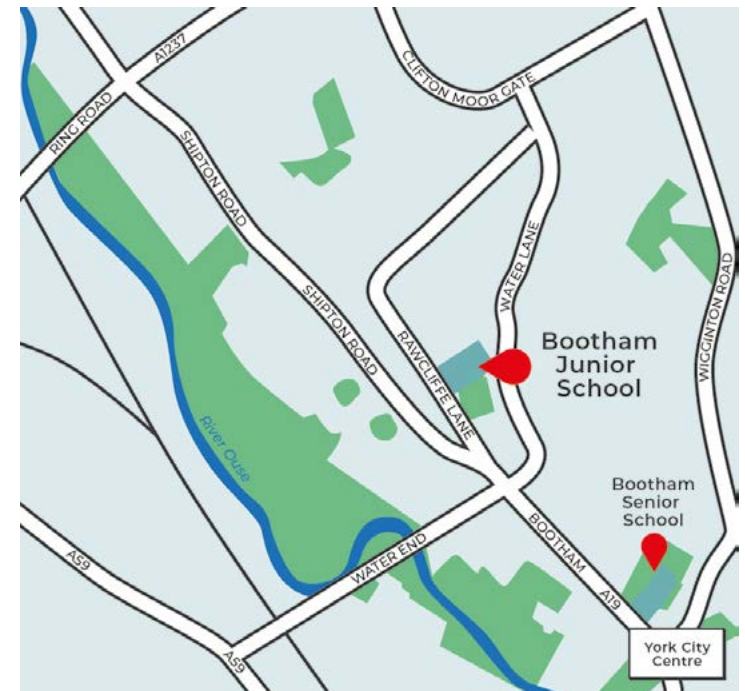
## Bootham School Association

Bootham School Association offers social activities and support to families, providing opportunities for the school community to get together, build friendships and, most importantly, have fun.

Any funds raised from the activities or initiatives go back into supporting the school. This benefits all children by providing additional valuable resources and facilities which enhance the school environment and curriculum.



0 1 2 3  
Scale in miles



# Statutory Information

School Postal Address:

**Bootham Junior School**  
**Rawcliffe Lane**  
**York**  
**YO30 6NP**

Tel: 01904 655021  
Email: junior@boothamschool.com

**Head: Helen Todd**

Registered Office

**Bootham School**  
**York**  
**YO30 7BU**

Clerk to the Governors: Catherine Woodbine  
(contactable via the above registered office  
address c/o PA to the Bursar)

The School is required to publish the number of complaints registered under the formal procedure (Stage 2 or 3) during the previous academic school year. During the Academic Year 2022/23 the formal complaints procedure was invoked zero times.

# The Aims of a Bootham Education

**In pursuing our vision and in seeking to promote the purpose of a Bootham Education we set ourselves the following aims:**

- We aim to continue to grow and further develop a thriving community that reflects Quaker principles and practices, helping each individual to grow to recognise and develop 'that of God' in themselves and in other people
- We aim to help all students to become the best person that each can be and to achieve the best of which each is capable
- We aim to promote aspiration; the habits of hard work and self-regulation; and the meeting of high standards of personal conduct in all aspects of work and relationships
- We aim to develop our students into genuinely good people who are reflective, who seek truth and light, and whose lives speak with integrity of positive, pro-social values
- We aim to promote kindness, a questioning spirit, humility, and a deep sense of social responsibility, as well as both the courage and confidence to speak up, and to work to build a better world
- We aim, as staff, to be 'patterns and examples' to our young people, modelling the qualities and values that we aspire for them to hold, and to do so with patience but in the expectation of high standards, seeking for -and helping them to seek for- 'that of God' within them
- We aim, as an employer, to provide a stimulating, fair and supportive working environment in which all employees understand the role they play in building a better world and know that they are valued for playing it

# Bootham School Values

**At Bootham School we value an approach to our community which:**

- looks for, responds to and works hard to draw out 'that of God' in others and in themselves
- seeks to make a positive contribution to the our community and shows respect for its Quaker values, practices and heritage
- speaks with integrity of a straightforward, kind, caring and unquestioningly respectful approach to others
- is wholehearted, demonstrating commitment both to being the best that they can be and to the hard work needed in rising to the challenge of high standards and high expectations
- speaks truth, placing honesty in all things as a priority and is able to resolve conflict peacefully
- is ambitious to improve the world for others -near and far- in whatever ways they can



**BOOTHAM**  
**SCHOOL**  
AGES 3-18

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