Parent Forum

8 October 2025

Our Vision

In providing quality teaching and a values-based environment, our children will grow to become independent, resilient, and imaginative learners.

They will gain knowledge and experiences which will enable them to live fulfilled lives and contribute positively to the world.

The Governing Body

2025-26

The Governing Body – What we do

- **Role and Remit** – support and challenge; strategic leadership of school
- Financial planning and resourcing; leadership performance; T&L
- **My role as Chair** – leadership of governors; team effectiveness
- **Membership** – members of school community; current ‘health’
- **Committees** – supporting the function of the school/compliance
- **Link governors** – supporting areas of school development (→ SIP)
- **FGB meeting minutes** are published on the website (following approval)

→ If you’re interested in joining us! chairbps@welearn365.com

		
Luke Jackson **Chair of Governors** *Co-opted governor*	Lindsey Flatres *LA appointed governor*	Carlijn Thijssen-Jones *Staff governor*

		
Chloe Walker *Co-opted governor*	Lara Bakewell *Parent governor*	Tom Puar **Co Vice-Chair** *Co-opted governor*

		
Jess Waldron **Co Vice-Chair** *Co-opted governor*	Lynne Ballinger *Co-opted governor*	Billie Stewart *Parent governor*

		
Liz Tooze *Parent governor*	Mark Szortowski *Headteacher (ex-officio)*	Tatum Skett *Clerk to governors*

Governor Link Roles (2025-26)

Governor Link Role	***Elected Governors***	***Link SLT/Staff Member(s)***
Safeguarding and Attendance	(2) Billie; Tom	Mr Szortowski/Mrs Cathline
Curriculum and Engagement	(2) Lara; Lynne	Miss Osmond
Culture and Well-being (to include/incorporate behaviour)	(2) Jess; Chloe	Mr Szortowski, Mrs Cathline and Miss Osmond
Inclusion (to include/incorporate SEND, CIC/LAC, Pupil Premium)	(2) Liz; Lara (*supporting*)	Mrs Cathline
Health and Safety	(1) Lynne	Mrs Smith and Mrs Gil
Governor Training and Development	(1) Luke	N/A (Governor Services)

BLT



Mark Szortowski
Headteacher



Hattie Osmond
Deputy Head



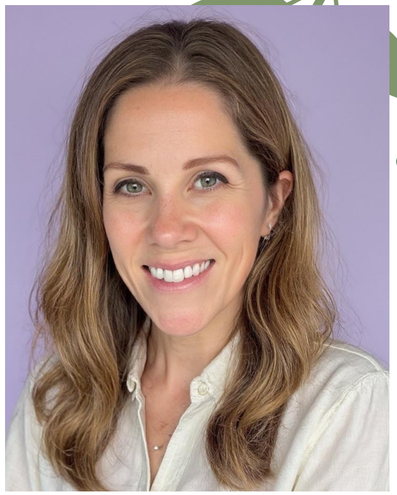
Yacine Cathline
Inclusion Lead



Tom Lether
KS2 and
Maths Lead



Whitney Downes
EYFS & KS1 Lead



Sam Bes-Jeary
English Lead

The Year Ahead

Grow, Unite, Move Forwards

Ready, Respectful, Safe

Ready

Being ‘Ready’ means that children are well prepared and eager to learn. They come to school with a positive attitude and an openness to engage in the learning process.

Respectful

‘Respectful’ behaviour entails treating others, including peers, teachers, and staff, with kindness, consideration, and courtesy. It involves valuing diversity and demonstrating good manners.

Safe

‘Safe’ signifies creating a secure and comfortable environment. This not only refers to physical safety but also emotional safety, where children feel free from bullying, discrimination or any form of harm.

SIP- what and why?

Key Priority 1: Cultivate a cohesive, trusting, and accountable school culture, underpinned by a shared commitment to continuous improvement and achieving the best possible outcomes for all children (MS)

Key Priority 2: Embed consistent behaviour expectations, routines and proactive strategies across the school (HO)

Key Priority 3: Strengthen the curriculum so that it is well-rounded, engaging and relevant for all our children (HO/SBJ)

Key Priority 4: Improve pupil engagement and participation in learning (TL/WD)

Key Priority 5: Implement a sustainable, inclusive whole-school model of SEND provision, supported by effective use of systems and processes, and strategic deployment of resources (YC)

1- Culture

Why is this the first priority?

A positive, respectful working environment will strengthen collaboration, boost morale and improve professional consistency for our pupils and adults.

When staff are united, supported and aligned, we create the conditions for pupils to thrive academically, socially and emotionally.

Priority 1- Culture

Wellbeing

- Wellbeing Team
- Employee Wellbeing Service
- Team Pulse Sessions
- TA Meetings
- Work-life balance: Communication BOP
- Coaching opportunities for professional development
- Dedicated wellbeing contact
- Weekly drop-in sessions

2- Consistency of Behaviour

Why?

Consistent behaviour approaches from all staff helps to create a predictable environment which supports psychological safety and reduces stress (EEF, 2022).

We have begun to use our new behaviour BOPs but have not finalised or embedded them across school yet.

2- Consistency of Behaviour

Plans:

- Adapt and embed our behaviour BOPs based on feedback and monitoring.
- Strengthen our approach to supporting pupils with SEN through training and collaboration.
- Explicitly teach the behaviour we expect to see- Respect Curriculum.
- Exploring how we can recognise the children who always make the right choices.

Behaviour Procedures

1

- **Ready, Respectful, Safe**
- 'Positive Noticing': If a positive behaviour is noticed, a positive postcard is awarded to recognise our values of 'Ready, Respectful, Safe'.
- Visit to a member of the leadership team to show exceptional work.
- Email home/ parent discussion to praise excellent values.
- Star of the Week, Values Champion or Lunchtime certificate awarded in assembly.
- Verbal praise for demonstrating our school values.
- Pupil leadership' status awarded or being entrusted with a particular decision or project.

Thank you for showing me you're ready/ respectful/ safe.

I have noticed that…

You showed care/kindness/empathy for others when you...

You made a safe choice when…

Behaviour Procedures

Behaviour Procedures

The following are the agreed Normal Operating Procedures for "**supporting pupils who are not showing Ready, Respectful and Safe behaviours**" at Bridgetown Primary School. This document outlines procedures for staff when dealing with behaviour incidents. This should be used by all staff as a first port of call should questions arise for how to support pupils exhibiting low level, inappropriate behaviours. Any subsequent questions should be directed to Tom Lether, Hattie Osmond (Co-Behaviour Leads & AHTs) or Mark Szorowski (HT).

Examples of low-level behaviours include, but are not limited to:

- Calling out during lessons
- Not following instructions the first time
- Off-task chatting or whispering
- Distracting others
- Not completing work or making minimal effort
- Swinging on chairs
- Lateness to lessons (within reason)
- Wandering around the classroom without a clear reason
- Mild rudeness or lack of manners (e.g. intentional eye-rolling)
- Low-level dishonesty (e.g. denying minor actions)

Examples of medium- level behaviours include, but are not limited to:

- Swearing or using inappropriate language (not directed with intent to cause harm)
- Physically unsafe behaviours without intent to cause harm or damage (e.g. climbing on furniture, rough play)
- Throwing objects without the intent to injure
- eaving the learning area or classroom without permission

Inappropriate use of school equipment (e.g. misusing resources, tech)

Examples of high- level behaviours include, but are not limited to:

- Deliberate physical aggression towards peers or adults (e.g. hitting, kicking, biting)
- Intentional damage to property (e.g. smashing items, vandalism)
- Use or threat of weapons or dangerous objects
- Serious verbal abuse directed at staff or pupils (e.g. threats, discriminatory or hate language)
- Leaving the school premises without permission
- Theft or attempted theft
- Sexualised behaviour or language that is inappropriate for the age/stage
- Bringing prohibited or dangerous items onto school grounds
- Threatening or intimidating behaviour intended to cause fear or harm
- Repeated or extreme defiance of adult instruction, particularly when safety is at risk
- Tampering with safety equipment or alarms (e.g. fire alarm misuse)
- Deliberate actions that place self or others at significant risk (e.g. running into roads, climbing onto unsafe structures)

Communication about Behaviour

5

- **Reflection Sheet**
- If the inappropriate behaviour continues, ask the child to complete a reflection sheet (see Appendix R). Children should reflect on their behaviour with the adult involved.
- **Log this on the behaviour tracking sheet in Shared<Staff Only<Behaviour<BehaviourTracking.**
- Years R-4: Hand the reflection sheet to parents at hometime and discuss the reasons behind the reflection sheet.
- Years 5 and 6: Scan this onto the printer and email to BridgetownBehaviour@welearn365.com

How were you feeling?
What do you think happened?
Let's think about how you could made safe choices next time.

My Reflection Sheet

At Bridgetown, we strive to be:
Ready Respectful Safe

What happened?	What do you think happened?		
Understanding Feelings	How were you feeling?	How were others feeling?	
Moving forwards	What can you do to help make things safe?	What could you do differently if you felt the same way again?	
Working together	Parent/Carer comment If you would like to discuss this further, please email BridgetownBehaviour@welearn365.com with your comments or to request a phone call with a member of staff.		
Agreed	Signed (pupil)	Signed (parent) If you have received this via email, please reply with the message: 'Reflection sheet acknowledged'. Thank you.	Signed (school)

Respect Curriculum

- Continuing to explicitly teach behaviours we would like to see within the Values assembly

- Values Champion each week will have shown an excellent example of the behaviour focus for the week

3- Curriculum

Why?

To improve writing outcomes for all pupils by embedding an evidence- informed writing programme.

To strengthen our curriculum for foundation subjects through a highly engaging, relevant approach which is build on principles of effective learning strategies.

Dimensions Curriculum

- Thematic:

At its heart, Dimensions has four curriculum drivers, t**he ‘4 Cs’: Communication, Conflict, Culture and Conservation**. These themes connect learning to real-world issues, reinforce school values and promote a cohesive whole-school approach.



- Roughly 3 afternoons per week; PE, RE and French will be taught separately.

Dimensions Curriculum

What are we looking for in a curriculum?

- Relevant- rooted in the context of 2025 → **Adapted based on local area and supports 'global citizenship'**
- Engaging for all children → **Thematic, highly practical and pupil-led**
- Accessible and challenging for all inc. SEN → **Tasks are often low threshold high ceiling and varied**
- Considerate of workload and supportive of staff wellbeing for planning, feedback and subject leadership → **Topics and lessons are planned. Key knowledge and skills are mapped and extensive subject leadership resources are provided**
- Rooted in effective learning strategies-Metacognition → ✔

Why use an evidence informed writing programme?

PROVEN IMPACT ON LEARNING

CONSISTENCY AND QUALITY ACROSS CLASSES



GREATER SUPPORT FOR TEACHERS AND PUPILS

ALIGNED WITH THE NEW WRITING FRAMEWORK

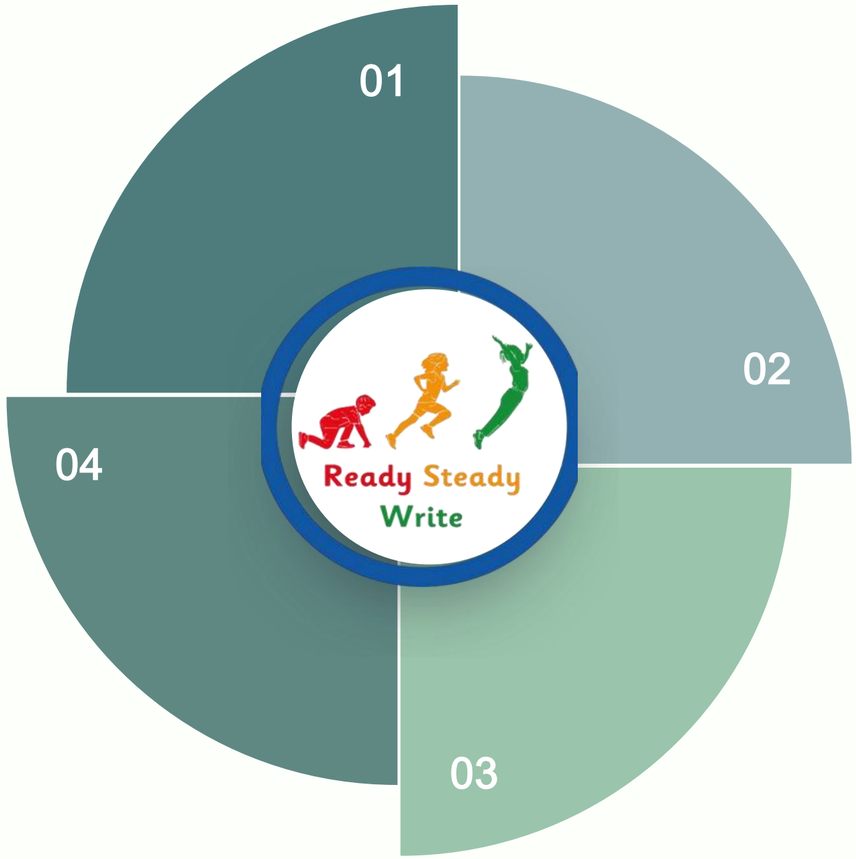
Why the Shift Matters

From Model Stories to Mastery

The new framework emphasizes writing craft, independence and transferable skills, not just retelling texts,

Independent Application

The new framework requires evidence of independent composition and self editing - not highly scaffolded work



Greater Emphasis on Vocabulary and Sentence Craft

The new framework highlights precision and range in vocabulary and syntax, preparing pupils for varied choices in different contexts.

Progression Across the School

The framework calls for clear progression and coverage of high quality books to ensure all pupils meet age related expectations.

4- Pupil Engagement

Why?

External reviews and BLINKS highlighted that some children could be more active learners.

Highly engaged pupils will make greater progress and show less low-behavioural challenges.

4- Pupil Engagement

Plans:

Staff meeting time used to explore different strategies and the research behind them.

Gradually introduce staff coaching cycles to observe and reflect on our teaching.

Introduce Dimensions curriculum.

5- Inclusion

Why?

Our SEND audit highlighted some fantastic practice and areas to develop.

To ensure our practice is fully inclusive and up-to-date with educational research.

To support teachers and teaching assistants in and out of the classroom.

5- Inclusion

What?

Strength of Bridgetown Primary School

We aim to include all children in lessons and for children to work together, whether they have special educational needs or not.

Support from Leadership team and open communication

Training for staff

Thank you for coming