Parent Forum

14 October 2026

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.

Our Core Values

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.

The Governing Body

2026-27

The Governing Body – What we do

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

→ If you’re interested in joining as an Associate Member! chairbps@welearn365.com

		
Luke Jackson Chair of Governors *Co-opted governor*	**Jess Waldron** Vice-Chair *Co-opted governor*	**Mark Szortowski** *Headteacher* *(ex-officio)*

		
Chloe Walker Chair of Finance Committee *Co-opted governor*	Lara Bakewell *Parent governor*	Rob Kennedy *Co-opted governor*

		
Ellie Proffitt *Co-opted governor*	**Dirk Dette** *Co-opted governor*	**Billie Stewart** *Parent governor*

		
Liz Tooze *Parent governor*	**Hattie Osmond** *Staff governor*	**Larry Coltman** *LA appointed governor*

Governor Link Roles (2026-27)

Governor Link Role	***Elected Governors***	***Link SLT/Staff Member(s)***
Safeguarding and Attendance	Billie, supported by Ellie	Mr Szortowski/Mrs Cathline
Curriculum and EYFS	Lara, supported by Luke	Miss Osmond
Culture and Well-being (to include/incorporate behaviour)	Jess and Chloe	Mr Szortowski, Mrs Cathline and Miss Osmond
Inclusion (to include/incorporate SEND, CIC/LAC, Pupil Premium)	Liz, supported by Luke	Mrs Cathline
Health and Safety	Dirk	Mrs Smith and Mrs Gil
Leadership and Governance	Luke	N/A (Governor Services)

Bridgetown Leadership Team



Mark Szortowski
Headteacher



Hattie Osmond
Deputy Head
EYFS & KS1 Lead



Yacine Cathline
Inclusion Lead



Tom Lether
KS2 and
Maths Lead



Sian Sutor
English
Writing Lead



Asad Jhangeer
English
Reading Lead

Brilliant Bridgetown Community



















Enrichment Schedule

Curriculum Enrichment Calendar 26-27

	Reception	KS1	LKS2	UKS2	Whole School
Autumn 1 COMMUNICATION	Creeping Toad- The Power of Storytelling (24.09.26) £2.30	Creeping Toad- The Power of Storytelling (24.09.26) £2.30 Guide Dogs Workshop 13.10.26	Creeping Toad- The Power of Storytelling (25.09.26) £2.30 Spanish and German Workshop (07.10.26) Attie Lime Workshop (10.09.26) £1.45	Creeping Toad- The Power of Storytelling (25.09.26) £2.30 Attie Lime Workshop (10.09.26) £1.45	A new way to say 'hello' each week (assembly/ gate) Mrs Cathline- Makaton assembly (22.09.26) Attie Lime- poetry assembly 10.09.26 Guide Dogs Assembly 13.10.26
Autumn 2	Theatre Trip- tbc	UK Parliament Day (29.11.26) Theatre Trip- tbc	UK Parliament Day (29.11.26) Theatre Trip- The Three Musketeers (16.12.26) £10.13	UK Parliament Day (29.11.26) Theatre Trip- The Three Musketeers (after Xmas) (07.01.27) £10.13	UK Parliament Week Theatre Trip
Spring 1 CULTURE	Miss Sutor's Dance Workshop Samba Bamba & Bash your Trash Music workshop (13.01.27) £2.56	Miss Sutor's Dance Workshop Samba Bamba & Bash your Trash Music workshop (13.01.27) £2.56	Miss Sutor's Dance Workshop 'PARLEZ-VOUS FRANÇAIS?' theatre performance (2.3.26) £2.25 Samba Bamba & Bash your Trash Music workshop (14.01.27) £2.56	Miss Sutor's Dance Workshop 'PARLEZ-VOUS FRANÇAIS?' theatre performance- (02.03.27) £2.25 Samba Bamba & Bash your Trash Music workshop (14.01.27) £2.56	Food tasting- lunchtimes Careers Week 25 (29.01.26)
Spring 2	Fizzy Pop Science Show (11.03.26) £0.80	Fizzy Pop Science Show (11.03.26) £0.80	Fizzy Pop Science Show (11.03.26) £0.80	Fizzy Pop Science Show (11.03.26) £0.80	World Book Day (4.3.26) STEM Week 8-12th March
Summer 1 CONFLICT		Year 1: Food Bank	Year 4: Helping Hands- PSHE	Helping Hands- PSHE	Assembly- Red Cross Assembly- Water Aid Assembly- Food Bank Fundraising for a charity (tbc)
Summer 2 CONSERVATION	Foxglove Meadows- Animal Handling (23.06.26) £3.99	Foxglove Meadows- Animal Handling (23.06.26) £3.99	Composting Workshop (08.06.27)	Year 5: Severn Trent Workshop (15.06.26). Recycling and Climate Change Workshop (11.06.26) Year 6: Lifespace Transition, Climate Literacy 22.06.27. Waste Free Lunch 11.06.26	Assembly- Severn Trent (15.06.27) Assembly- Food Bank (22.06.27) Assembly- Water Safety (Heathy Futures)

Respect Curriculum

Behaviour in the Lunch Hall!

1. Line up when the whistle blows for your class's lunch.



2. Wait in the queue with your hands behind your back.
Say thank you to the school cooks.



3. Put your hand up when you want to leave your seat.



4. Carefully, empty your food into the bin using your fork.
Do not bang your tray or drop food on the floor.
Stack your trays neatly.



Ready | Respectful | Safe

Together we are Ready, Respectful and Safe.

Holding doors open and saying good morning or good afternoon!

1. Hold the door open for anyone coming in after you.
Put your thumbs up to say thank you.



2. Say good morning when you come through the gate in the morning and to adults around school.



Ready | Respectful | Safe

Together we are Ready, Respectful and Safe.

How to ask someone to stop doing something.

1. Hand up- say 'Stop it please.'



2. Listen and stop.



3. Tell an adult if they don't stop.



Ready | Respectful | Safe

Together we are Ready, Respectful and Safe.

Curriculum Conversations

Curriculum Conversations

Talk Together at Home

One of the best ways to help children remember and deepen their learning is simply to talk about it. Research shows that when children explain their thinking, retrieve what they have learned and discuss different viewpoints, their understanding becomes stronger and longer lasting.
This fortnight, try these conversation starters at home. They are designed to help children **remember, explain** and **think like an expert**.

Can you remember...?

Can you explain...?

What do you think...?

Personal Development

Simple conversations to help your child grow into a confident, kind and safe individual.

Reception

- How are you the same as your friends?
- Why is everyone different?
- What makes you special?
- What makes someone a kind friend?
- How do we know if someone wants space?
- What could you do if someone was feeling left out?

Year 1

- Can you tell me about another fairy tale?
- What lesson did your story teach?
- Would you change the ending? Why?
- Why is it important to be kind, even when people are different?
- What should you do if someone is being unkind?
- How do kind words change someone's day?

Year 2

- What have you learned about inventors?
- How has technology changed communication?
- What would your life be like if we didn't have phones?
- Why is important that we don't share everything on the internet?
- Why shouldn't we talk to stranger online?
- What would you do if you saw a friend doing something unsafe online?

Curriculum Conversations (cont.)

Year 3

- How are comics different to other books?
- How can pictures tell a story?
- Which tells stories best, words or pictures?
- What is cyberbullying?
- How is it different from bullying face to face?
- What should you do if you see someone being bullied online?

Year 4

- How does information travel online?
- Why is online safety important?
- What online safety rule would you create?
- What are the signs that a website might not be trustworthy?
- Why should we think carefully before clicking links?
- What would you do if something online didn't seem right?

Year 5

- What have you learned about space?
- Why do astronauts need special equipment?
- Would you like to live in space? Why?
- Why do people sometimes post things online that aren't true?
- How can we check whether information is reliab
- Why is it important not to trust all things you read online?

Year 6

- What makes a strong code or password?
- Why is online privacy important?
- Should everyone have the right to privacy?
- Why is privacy important online?
- What are digital footprints?
- How could something posted online today affect the future?

Supporting Learning at Home

KIRFs Progression Map

Bridgetown Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	I know number bonds to 5.	I know number bonds to 10.	I know addition and subtraction facts within 10.	I can recognise numbers to 50.	I know the doubles and halves of numbers to 10.	I can tell the time to the nearest half an hour.
Year 2	I know number bonds to 20.	I know the doubles and halves of numbers to 20.	I know the 2 times table (x and ÷).	I know the 10 times table (x and ÷).	I know the 5 times table (x and ÷).	I can tell the time to the nearest 5 minutes.
Year 3	I know number bonds for each number up to 20.	I know the 3 times table (× and ÷).	I know the 4 times table (× and ÷).	I know the 8 times table (× and ÷).	I can recall facts about durations of time.	I can tell the time to the nearest minute.
Year 4	I know number bonds of 100.	I know the 6 & 9 times tables (x and ÷).	I know the 7 & 11 times tables (x an ÷).	I know times table facts to 12x12 (x and ÷).	KIRF: I can multiply and divide numbers by 10 & 100	I can recognise simple equivalent fractions.
Year 5	I can find factor pairs of a number.	I can identify prime numbers up to 50	I can recognise equivalent fractions and decimals.	I know decimal number bonds to 1 and 10.	I can recall metric conversions.	I can recall square numbers up to 12^2 and their square roots.
Year 6	I can instantly recall ALL times table facts and related division facts to 12x12 and use these to derive facts including decimal numbers.	I can identify common factors of a pair of numbers.	I can convert between decimals, fractions and percentages.	I can find a fraction of an amount.	I can find a percentage of an amount.	I know the formulae for finding the area of different shapes.





Reading at Home: What Do We Expect?



READ

EVERY DAY

- Make reading part of your daily routine.
- Aim for a manageable 10-15 minutes.
- Support your child's school reading book.



SHARE

TOGETHER

- Listen to your child read.
- Read aloud to your child.
- Talk about books, characters and ideas.



RECORD

REGULARLY

- Use your child's school reading record.
- Record their reading at home.
- Share any difficulties with their teacher.

"Little and often makes a lasting difference."

Reading Is Something We Do Together

HEAR THEM READ

Help children practise, build confidence and develop fluency.

READ TO THEM

Introduce richer vocabulary, new ideas and the enjoyment of stories.

TALK ABOUT READING

Ask questions, explore ideas and make connections.



Try asking...

"What do you think might happen next?"

"Why do you think the character did that?"

"What was your favourite part?"

Independent readers still benefit from shared reading.

Make Reading Part of Family Life



BOOKS & STORIES

Novels, picture books, comics and magazines.



EVERYDAY READING

Recipes, newspapers, instructions and age-appropriate subtitles.



LIBRARIES & CHOICE

Visit local libraries and help children discover books they enjoy.



BE A READING ROLE MODEL

Let children see adults reading, sharing and enjoying texts.

“Reading doesn’t just happen at school. It happens all around us.”

Everyday reading adds to daily book reading - it doesn’t replace it.

Reading Together: What's Next at Bridgetown?

MYSTERY READERS

An idea we are exploring

- Parents and carers invited to share stories in school.
- Surprise visits to create excitement around books.
- Celebrating our families as reading role models.



YEAR 4 READING CELEBRATION 2027

An opportunity being considered

- Run by Warwickshire Schools Library Service and Warwickshire public libraries.
- Year 4 pupils read four books and record their thoughts in a special Reading Log.
- A whole-class creative challenge.
- A school team of four may attend a county celebration (week beginning 8 March 2027).

These events are still in development stage – we'll share more information as plans develop.*

Our message for reading...

Read. Share. Record.

EVERY DAY COUNTS!

School and future success starts with good attendance!



Data

	Test Outcome	Teacher Assessment
Reception		
Good Level of Development		75% *(up from 67% in 2025 and 53% in 2024)*
Key Stage 1		
Phonics Year 1	88% *(up from 80% in 2025 and 73% in 2024)*	
Phonics Year 2 (Cumulative)	100% *(100% in 2025 and up from 92% in 2024)*	
Year 4		
Multiplication Check	Scoring full 25 marks = 42% (20 pupils) *(up from 39% with full marks in 2025 and 33% with full marks in 2024)* Scoring 20+ marks = 75% (36 pupils) Scoring 15-19 marks = 17% (8 pupils)	
	22/25 average score *(up from 21/25 in 2025)*	

Data

Year 6		
Reading	76% EXS+, 29% GDS in 2026 72% EXS+, 32% GDS in 2025	
Writing		51% EXS+, 0% GDS in 2026 62% EXS+, 3% GDS in 2025
Maths	76% EXS+, 33% GDS in 2026 75% EXS+, 23% GDS in 2025	
Combined Outcomes for Reading/Writing/Maths	49% EXS+, 0% GDS in 2026 53% EXS+, 3% GDS in 2025	
SPaG	65% EXS+, 29% GDS in 2026 70% EXS+, 18% GDS in 2025	
Science		88% EXS in 2026 *(up from 78% in 2025)*

Ofsted

https://www.youtube.com/watch?v=kbl0FvY976g

Building a Positive Culture

- Everyone Learning
- Clarity and Communication
- Collaboration and Connection
- Support and Recognition

The Year Ahead...

Consistency and Growth

SIP- what and why?

Key Priority 1: Ensure all teachers use consistent teaching and assessment

Key Priority 2: Increase writing outcomes across the school

Key Priority 3: Maximise the impact of Teaching Assistants

Key Priority 4: Build a culture of high expectations and positive behaviour

Golden Thread: Strengthen leadership at all levels

Key Priority 1: Ensure all teachers use consistent teaching and assessment strategies.

High quality teaching should not depend on the classroom a child is in. Consistent, evidence informed practice gives every pupil the best chance to succeed.

When we teach consistently, pupils spend less time adapting to different expectations and more time learning.

1

Step 1: Involve All

The Starting Point



2

Step 2: Probe

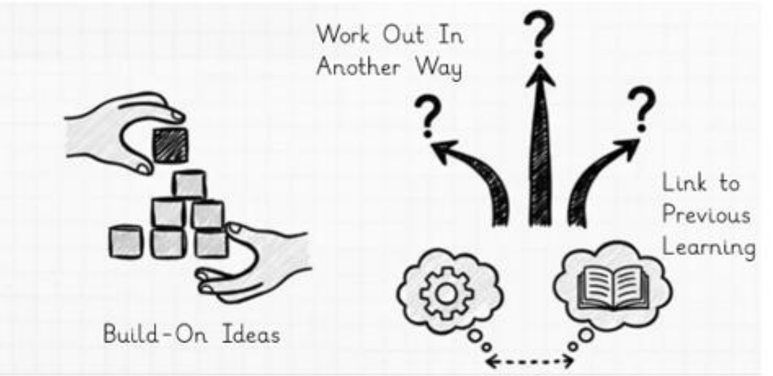
Go Deeper



3

Step 3: Stretch

Build Connections



Key Priority 1: Ensure all teachers use consistent teaching and assessment strategies.

- High presentation expectations
- Effective Assessment for Learning (checking understanding)
- Stretch and Challenge
- Use of manipulatives in maths
- Adaptive Teaching

Key Priority 2: Increase writing outcomes across the school

When children become confident writers, they become confident learners. Strong writing opens doors across the curriculum and beyond.

Writing is our weakest area of attainment. Improving it will have the greatest impact on outcomes all across the curriculum.

Key Priority 2: Increase writing outcomes across the school

- Prioritising transcription
- Embedding adaptive teaching within Ready, Steady, Write
- Increasing moderation opportunities
- Ensure consistency in teaching and assessment of phonics

Key Priority 3: Maximise the impact of Teaching Assistants

Our priority is to ensure teaching assistants are:

- effectively deployed;
- confident and knowledgeable;
- proactive in classrooms;
- skilled in supporting learning;
- delivering purposeful interventions.

Our aim is to ensure every adult improves outcomes for pupils.

What does research tell us?
Education Endowment Foundation (EEF)

EEF guidance highlights that teaching assistants have the greatest impact when:

- They work alongside teachers.
- They are trained and supported.
- They deliver structured interventions.
- They support pupils to become independent learners.
- Their role is focused on improving learning.

Moving from support to impact
The role of the TA has evolved

Effective TA support is not:

- Sitting next to the same pupil all day
- Completing work for pupils
- Working separately from the teacher
- Completing tasks that do not impact learning

Effective TA support is:

- understanding the learning intention;
- supporting thinking;
- identifying misconceptions;
- developing independence;
- helping pupils overcome barriers.

Key Priority 4: Build a culture of high expectations and positive behaviour

To ensure Bridgetown is a school where everyone takes collective responsibility for upholding high expectations, modelling our values and creating a positive culture for learning.

To develop pupils who demonstrate positive attitudes, respectful relationships and responsible choices in every aspect of school.

"Culture is built by what we repeatedly do."

Golden Thread: Strengthen leadership at all levels

- Sharpen articulation of strategic direction
- Strengthen consistency and develop middle leaders
- Targeted CPD and ensure accountability
- Distributed leadership model
- Subject Co-ordination development

“Greatness isn't something we achieve. It's something we choose, together, every single day."



Thank you for coming

Remember to check out our Facebook page!

BRIDGETOWN SCHOOL
STRATFORD UPON AVON



Keep up to date with the latest news, events and celebrations from around school.

Visit our Facebook page:

https://www.facebook.com/108260537224021?ref=embed_page

Click the link!