



NEWSLETTER

Headteacher Message

This week we hosted a number of Year 5 pupils from Ince of CE into Rose Bridge to take part in an Art & Technology masterclass. We will now be holding a series of events over the Summer term for Year 5 pupils from our local feeder primary schools. The DTRB pupils who helped out at his week's event were a credit to themselves and to the school.

On Tuesday 26th March we have invited in all of the families of our new Year 7 cohort for September 2024. We are delighted that they are coming to us in September and are excited to show off everything that they will experience once they are a pupil here.



Lucy Cropper
Headteacher

Top Point Scorers 11/03/2024 - 15/03/2024

	Year 7		Year 8		Year 9		Year 10		Year 11	
1st	Amelia H	24	Iris M	44	Cayden B	25	Kenzie-Lee F	19	Millie M	18
2nd	Muzzamil A	23	Bella W	39	Harvey-John K	25	Duy M	19	Kacey-Lei W	12



EMPLOYEE OF THE WEEK

Colleague of the week **Miss Coulton...**

She always goes above and beyond for the Inclusion pupils.

LITERACY CHALLENGE



What is wrong with the following sentence?

'I'm relieved to here that their home safe and sound.'

First and last

Can you think of a word beginning with C and ending with E?

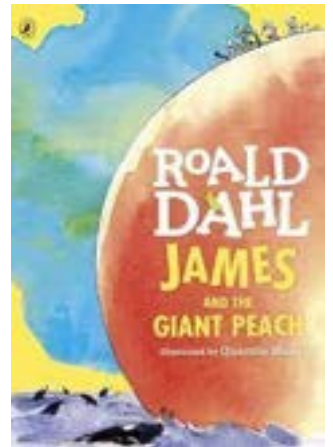
Riddle

No matter how little or how much you use me, you change me every month. What am I?

BOOK OF THE WEEK: James and the Giant Peach

The book I have chosen this week was kindly donated by one of our lovely Y7 pupils, so thank you very much, Elvie! The book is '**James and the Giant Peach**' by **Roald Dahl**.

When his parents are unceremoniously eaten by a rhinoceros that escapes from London Zoo, James is forced to go and live with his unpleasant aunts. Through a series of peculiar and magical happenings, James finds himself in a giant peach with a bunch of friendly giant insects for travelling companions. Determined to find a better life, the insects bite the great peach free from its tree and launch into an amazing journey to freedom.



MATHS CHALLENGE

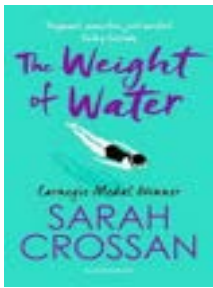
Last week's solution

The next number would be 794 as we increase the powers by 1.

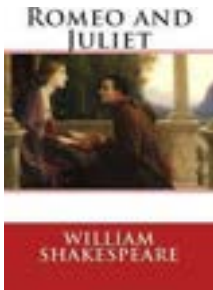
This week's problem

If $1=5$, $2=15$, $3=215$, and $4=3215$. What does 5 equal?

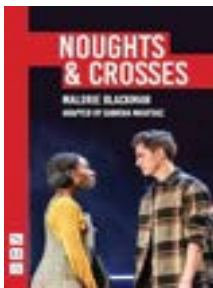
FACULTY OF THE WEEK: English



For the second topic of Year 7, pupils have been studying 'The Weight of Water' by Sarah Crossan. Year 7 have explored and identified social context, setting, plot, character development and key themes. Importantly, they have learnt how to recognise writer's use of specific methods for effect, and how these help us form our own judgement. Additionally, they have investigated different ways to utilise language and structure when communicating ideas verbally.

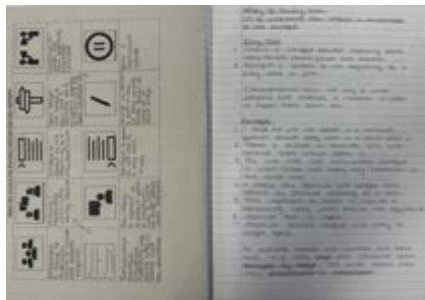
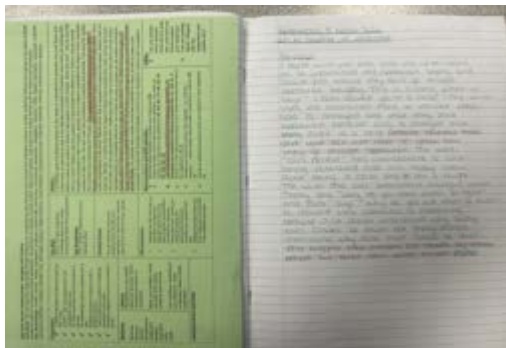


Year 8 have been building on their study of Shakespeare from Year 7 in *Love and Relationships*, where they have studied Romeo and Juliet, revisiting contextual knowledge from the Elizabethan era. They have become increasingly adept at explaining how Shakespeare explores issues around relationships. Spoken Language communication has also been developed through enhancing skills to effectively debate ideas in response to the text.



Year 9 have examined relationships through studying the contemporary play *Noughts and Crosses*, an adaptation that highlights injustice in society. Pupils have analysed methods and evaluated the theme of social injustice to build an increased political awareness. In addition, they have learnt to critically evaluate writers' ideas and methods, examining more mature themes such as violence and persecution.

KS3: Outstanding Work



The English department has been extremely impressed with the quality of work produced by KS3 pupils. The images show pupils' understanding of events in the texts they have been studying, alongside extended examination of how literary techniques have been used across literature. Pupils in KS3 will be using this knowledge in their upcoming speaking and listening assessments, which we can't wait to see!

English Stars: Well done to...

Year 7: Sophie S for growing in confidence and always helping her peers to succeed.

Year 8: Matthew A for consistently going above and beyond in lesson, and for excellent independent reading!

Year 9: Lucy F for progressing to an advanced grade in her most recent assessment!

FACULTY OF THE WEEK: English

KS3 pupils have been keen to truly experience the dramatic purposes of the texts that they have been studying. Across the year groups, pupils have transformed their texts from page to stage, embodying the different characters and performing for their peers.

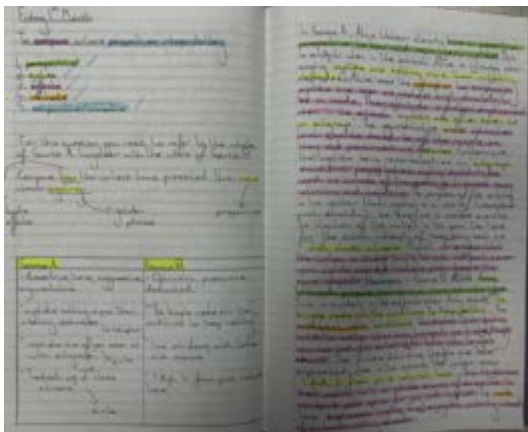
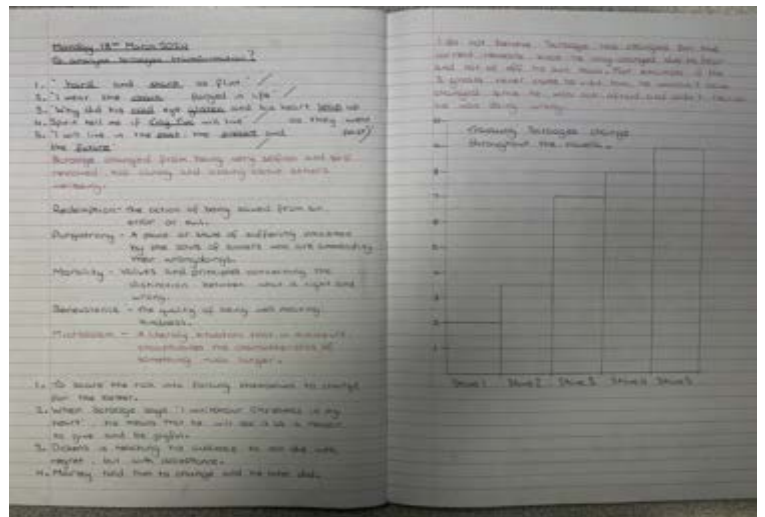
A special thank you goes to Ruo C who delivered an engaging and informative presentation on Chinese New Year for his class! Amazing work!



KS4: Outstanding Work

Year 10 have been extremely busy finalising their initial study of Dickens' 'A Christmas Carol'. In addition, they have been analysing a range of non-fiction texts in their study towards their English Language GCSE.

Teachers of Year 10 have been extremely impressed with their commitment to tackling complex GCSE requirements. Well done Year 10, keep up the brilliant work!



Character	What is their role in the story?	What is their personality like?	What is their appearance like?	What is their background like?	What is their relationship like with other characters?
Bob Cratchit
Mr. Scrooge
Marley's Ghost
The Ghost of Christmas Past
The Ghost of Christmas Present
The Ghost of Christmas Yet to Come



Year 11: Exam Information

Exam Dates: English Literature

Monday 13th May 2024:

English Literature Paper 1 (Macbeth and A Christmas Carol).

Monday 20th May 2024:

English Literature Paper 2 (An Inspector Call, Power and Conflict Poetry and Unseen Poetry)

Exam Dates: English Language

Thursday 23rd May 2024:

English Language Paper 1 (Exploration in creative reading and writing)

Thursday 6th June 2024:

English Language Paper 2 (Writer's viewpoints and perspectives)

Year 11: Revision

English Language and Literature:

- Mr Bruff (YouTube)
- @Sarahteachersgcseenglish
- Google Classroom
- Past examination papers - complete and hand to your teacher
- Analysing high level responses
- Revision guides



Additional information: How do you revise?

English Literature

Contextual links, key themes and characters, including contemporary vs traditional audience.

Outline the author's possible intentions based on the development of characters and themes.



Use information to create flashcards / flowcharts / quote explosions / timelines.

A range of ambitious responses to golden phrases with key supportive responses.

Poetry Anthology - ensure you include three comparative ideas between poems.

Develop analytical responses based on the revision - link supportive images - gradually reduce information to improve recall.

English Language:

- Practice questions
- Reading and comprehending complex texts (fiction and nonfiction)
- Responding to feedback
- Narrative writing practice
- Nonfiction writing practice

English Literature:

- Mind maps (character / theme)
- Flow charts (plot)
- Flashcards (quotes)
- Comparison grids (poetry)
- Timelines (development)
- Quote explosions (analysis)

Additional information: How do you revise?

English Language

Practice the reading strategies for a variety of sources.

Revise language and structural methods.



Attempt producing clear / perceptive analysis of effects on the reader and possible author intentions.

Practice utilising language and structural methods for Question 5.

Give your response to the teacher for feedback and targets.

Literacy Noticeboard

Reading Excellence:

I'm pleased to report that most of our pupils are making great progress with their reading, with the majority reading at or above their reading age. The way to calculate how they are doing is simple: Reading age should be at least equal to a pupil's actual age so, a pupil who is 12 years and 6 months old should have a reading age no less than 12 years and 6 months. Many are achieving far above that level and we have a number of pupils in Y7 who have already achieved a reading age of 17+!

We have recently introduced a new system for rewarding the achievements of pupils who are making good use of the school Library and consistently choosing and enjoying books appropriate to their age and ability, which are enabling them to develop as mature and intelligent readers.

When a pupil has finished a book, we have provided a list of tasks which pupils can choose from to respond to what they have read. The quality of the work has been marvellous and it is on display in the Library for all to see.



Author Visit

Pupils in KS3 experienced an arthur masterclass as an event for World Book Day. Pupils engaged brilliantly in the sessions and our author was extremely impressed by the responses and work that they produced, so much so, that she has offered to return again! Well done to all pupils who participated!

Good work is rewarded by up to 5 Reward points, which can be spent in the school shop. Some work has been so exceptional that prize books have been awarded!

Those parents who attended the Parents' Hub on reading, will know how much it benefits our pupils to be fluent readers, not only in allowing them to fully access the school curriculum, but also in enabling them to develop as mature and empathetic young adults. It is encouraging that so many of our pupils are taking advantage of the opportunities available to them.





Josh M received Manchester United merchandise for amazing behaviour and being a model student.

Year 8 Hub tournament,
Our Year 8 boys participated in a hub tournament..
They played 9 matches!
They all had a great day out.



Holly S won tickets to Everton v Manchester United.



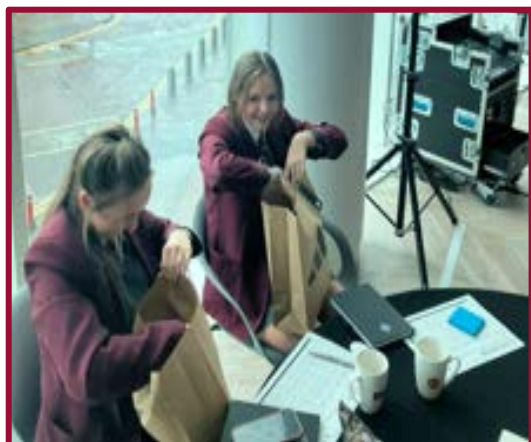


Two of our chosen year 10 pupils took part in the event at Old Trafford this week.

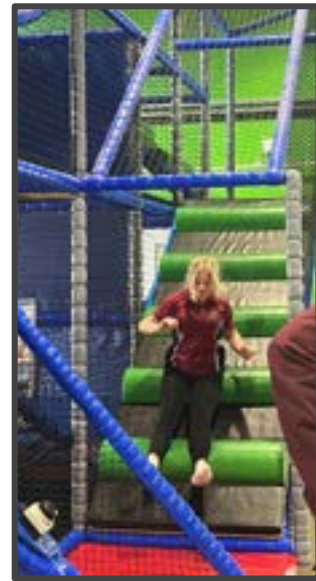
The event was based around female athletes and how to deal with the menstrual cycle in sports.



Millie & Emily- " Periods are not something to be embarrassed about, they are something you should embrace, we both took a lot of empowerment from today and are proud to be young women"

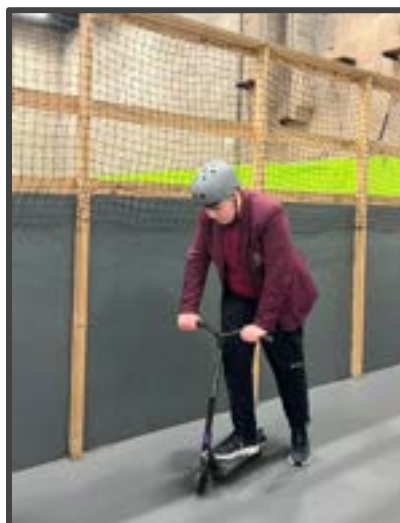


Active Inclusion at Howe Bridge



Some of our pupils had an exciting trip to Howe Bridge.

A big thank you to Mrs Harmer, Miss Raughter, Miss Kirkpatrick and Mr Fishburn for supporting this trip!



Achieve & Succeed awards

 **THE DEAN TRUST**
Believe, Achieve, Succeed



Every Tuesday Lunch Time

Mr Burrows and Mr Cunningham will be on the yard looking at work that you are proud of.

Collect your books from your teachers and come and showcase your amazing work.

Your teachers will also advise you which work to showcase.

There will be prizes for work that is brought as well as recognition in your books. Prizes include:

- Bromcom points
- Stationary
- Postcards home

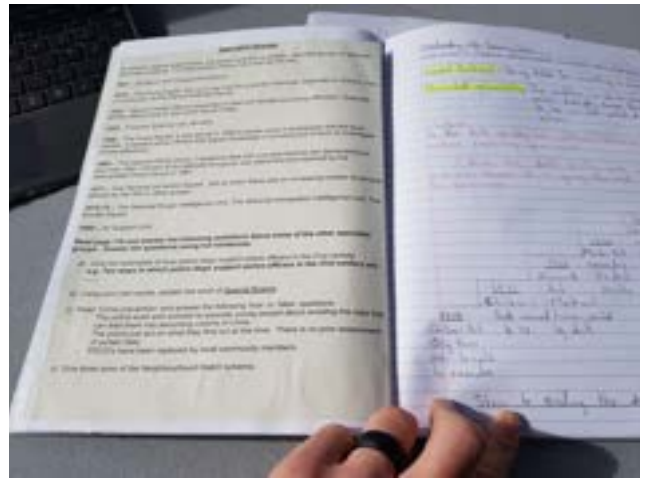
Work will be showcased in the school weekly newsletter.



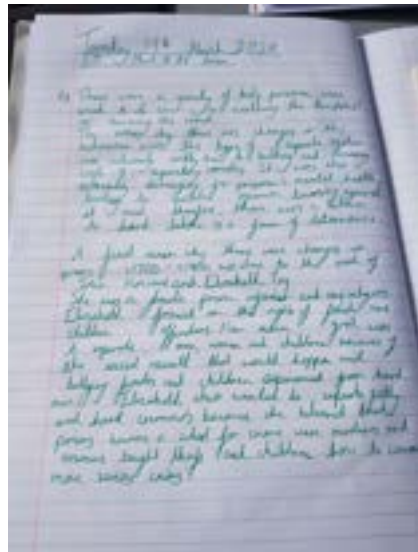
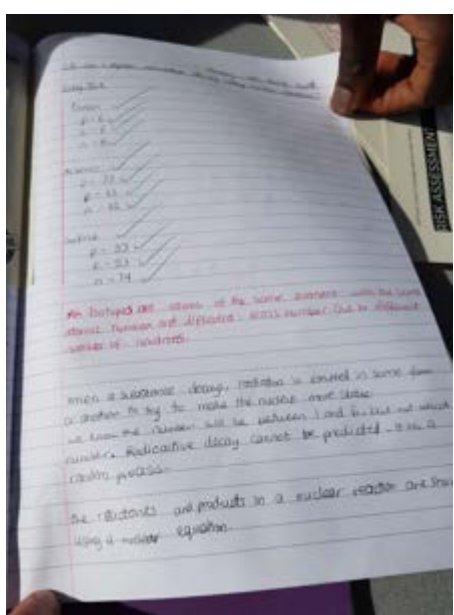
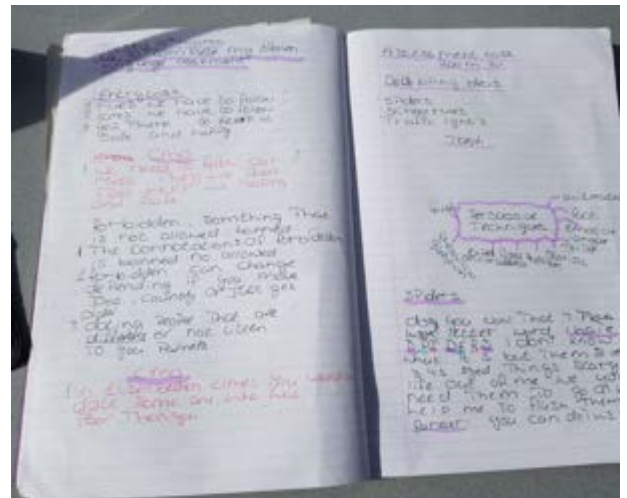
Achieve & Succeed awards

38 Different Students brought books with work they were proud of.

42 Books were seen!



- Top 3 Departments**
- 1) English 14 Books
 - 2) Sport Studies - 6
 - 3) Art - 5



Transition Masterclasses

Year 5 pupils from Ince C of E came in to DTRB on Wednesday to take part in a Technology and Art Masterclass.

Students produced a mask and designed and created a pen of their own design.

Thank you to Mr Barber I for organising and Miss Walsh & Mr Goodwin for delivering the sessions.



Video filming day

Thank you to all staff who were filmed as part of the promotional video filming day on Wednesday. Students in lessons were brilliant.





YEAR 7

Josh M

For being an outstanding ambassador for the school on the recent Year 5 visits. He was welcoming to the pupils and got stuck in helping them with their work. Well done Josh!

YEAR 8

Courtney L

Just wow, the timepiece positive with 3D components and a working clock was just amazing. Well done Courtney. Myself and the science department are very proud of the piece that you produced.

YEAR 9

Sienna L

For amazing work towards her attendance, this has gone up by over 2% this half term. Well done and keep it up! We are all very proud of you!

YEAR 10

Ibrahim A

For working hard in all his lessons. Arriving to school on time with all his equipment. I notice you every day getting it right and being the best version of yourself. Keep up the good work. I am proud to be your Head of Year.

YEAR 11

Lucy H

Great attitude to learning. Really wants to smash her exams, she does extra, attends all her revision sessions. Fab student.

ATTENDANCE MATTERS



Please can we remind all parents that reply slips giving consent for children to attend the trips should be brought into school as soon as possible and final payments made.

Please can parents be aware that medical appointments should, wherever physically possible, not take place during school hours. They should be arranged for before or after school. The attendance office should be notified via phone when this is not possible.

It is also essential that parents of absent pupils should call school to notify us of reasons **before 9am**. After this time, communications regarding absence will primarily go home **via email**. Parents who have downloaded the MCAS app, will also get a notification there. If you think you need to update your details to accommodate this, please get in touch.

As always, excellent attendance at school is the only sure-fire way to guarantee excellent success for our pupils.

A huge thank you and well done to all **514** students with 100% attendance.

Attendance Update

	wb 16/3/2024
Whole School	89.8%
7	92.3%
8	91.4%
9	88.3%
10	88.5%
11	88.2%

NA	NV
20/23	
92.7%	92.9%

Top Attending forms wb 22/12/23



Enrichment



Punctuality Update

	YTD	W/C 16/03
Whole School	1.9%	1.7%
7	1.1%	1.6%
8	1.0%	0.9%
9	1.8%	1.6%
10	2.8%	1.3%
11	2.7%	2.5%

Standards & Expectations

Lines of Communication

Just a reminder to all parents, that your **child's Form Tutor** should always be the first port of call if there are any questions or concerns. Furthermore, due to staff absence, if you have contacted a member of staff and have not heard back, please contact

office@deantrustrosebridge.co.uk

and we can ensure any messages are directed to the right person.

Up to date contact details

Please can we ask that you ensure we have your most recent contact details on file so that if we have to communicate any changes to the normal operation of the school you receive the relevant messages.









Working together

Our strength develops when we work together as a community, ensuring that the children and young people who attend Dean Trust Rose Bridge receive the best possible experience even during these uncertain times. We feel blessed that we have such supportive parents, wonderful pupils, and an incredible staff who always go above and beyond for your children.



DTRB Useful Guide for Parents and Carers
Be Ready, Be Respectful, Be Safe

	Hair and Appearance	Uniform Standards	Shoes and Footwear
Acceptable	<ul style="list-style-type: none"> ✓ Hair below shoulder length should be tied up at all times ✓ Natural Hair Colours Only ✓ Accessories should be small in size and in the school colours 	<ul style="list-style-type: none"> ✓ Black Tailored only Trousers ✓ Pinafore or Grey Box Pleat Skirt—Knee Length ✓ Plain Black Socks (Knee High for skirts) (No Bows or trainer socks) ✓ Plain Black Tights 	 <ul style="list-style-type: none"> ✓ Plain Black & Polishable Shoes only with a leather upper and durable sole. ✓ Bright Trainers are allowed for PE only.
	<div style="display: flex; flex-direction: column;"> <div style="margin-bottom: 10px;">  <p>Hair</p> <ul style="list-style-type: none"> • No Patterns or Tramlines • No Full Head of Bare Blade cut • No Loose long hair • No Hair Dye or Tip Dying </div> <div>  <p>Appearance</p> <ul style="list-style-type: none"> • No Nail Varnish or False Nails • No Jewellery • No Tattoos • No False Lashes • No Make up or Fake Tan </div> </div>	 <ul style="list-style-type: none"> • No Skirt or Pinafore above the knee • No rolling up of Skirts or Pinafores • No Fashion Trousers/Pants • No Leggings • No Jeans • No branded PE Shorts/ Leggings/ track suits 	 <ul style="list-style-type: none"> • No boots over the ankle • No pumps • No dolly shoes • No bows, decorations or embellishments • No heels • No coloured shoes • No patterns • No sandals or opened toed shoes • No trainers • No sports logos • No 'shoe-trainers'
Not Acceptable			

Thank you for your support with these standards and expectations.

Safer Internet Tips...

Top Tips for Parents and Carers

Have a look at the tips and links below with some suggestions on how to get you started and help you to stay safe and positive online. You and your family can #PlayYourPart in creating a better internet by...

Having conversations without judgement.

Whether by playing games, watching videos, or doing things your child enjoys, spending time together online is a great way to start conversations about the online world and how they're finding being a part of it.

It is important to ask questions and take an interest in what your child enjoys online. An essential part of having this open dialogue is to not judge, even if their behaviour or life online isn't what you wanted or expected. This ensures that your child feels they can come to you if ever they make a mistake or experience a problem online.



Knowing where you can learn more about their favourite apps and games.

Websites like Common Sense Media or The Family Gaming Database can be invaluable sources of information. When your child starts talking about a new game or app, why not do some research into the reporting and blocking options available? Then you can help your child if they come to you with an issue.



Getting support if things go wrong.

There are lots of organisations who are there to support you and your family if something has gone wrong. The [Report Harmful Content website](#) can help you with issues such as cyberbullying, impersonation and threats. You can report worrying behaviour towards children to [CEOP](#). Find out more on [Children's Get Help page](#).

Reassuring your child that whatever happens online, you are there to support them.

Let your child know that the best way to address any problem they have online, is to tell a trusted adult immediately. For example, this might include someone sending them a friend request; an online message; telling them to visit a specific website, or app; or asking them for their personal information. Reassure them that if anything happens online that they are unsure about, or makes them feel worried or upset, they can come to you for help.

More advice and guidance

<https://www.thinkuknow.co.uk/parents/articles/is-my-child-ready-for-social-media/>

