



Robert Browning Primary School

Annual Report to
Parents
2022-2023

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More information about the school can be found on our website
at **www.thebridgesfederation.org.uk**



Building
stronger
families



Delivering the National School Breakfast Programme



Message from Kate Wooder MBE

EXECUTIVE HEADTEACHER

On the following pages you will be able to read about some of our highlights for 2022 – 2023. Every week we share with you our Federation newsletter which is full of all the exciting events and projects that we have been part of, and there have been a lot this year. You can also visit our website or follow us on Twitter to keep up to date with what is happening in each school.

Here are some of the headlines:

International week was a great success. We learnt more about the Commonwealth.

Christmas productions welcomed back an audience and were as entertaining as ever.

Families were also welcomed back into the building to watch their children perform in their class assembly.

Maths Cafes and Reading Cafes were well attended.

Snowsfields and Robert Browning took part in the London Mini Marathon.

We celebrated the coronation of King Charles III dressing up in red, white and blue and having a party.

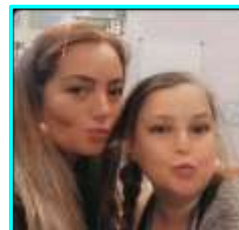
All 3 schools achieved the Gold School Games Award.

We also took part in the following events across our Federation:

Safer Internet Day, NSPCC - Speak Out, Stay Safe, Children's Mental Health Week, World Book Day, International Women's Day, Health week, Race for Life and Sports Day.

The soft federation with Friars Foundation School came to an end. Although they were with us for only one year it was a pleasure working with them all and both children and staff shared some lovely experiences.

This year we suffered the sad loss of a well loved pupil at Snowsfields, Fareed. The whole school community joined together in grief and support. Snowsfields now has a special bench and cherry trees in memorial of Fareed and Katie (a Teaching Assistant who passed away in August 2021). There is also a bench and soft playroom at Tower Bridge in memory of Katie and Lisa (a Teaching Assistant who passed away in July 2021).



Finally I had some very exciting news of my own this year. I have been awarded an MBE for Services to Education in the King's Birthday Honours this summer. I am immensely proud and grateful that colleagues took the time to nominate me and felt I was deserving of this honour. I have been lucky enough to have some amazing opportunities in my career and work with some incredible people. At times this job is tough, but there are always those moments with our children, staff and families that make me smile and make me want to keep striving for our federation of schools to be the best they can be.

Thank you to all the parents and carers for your continued support. Thank you to all my colleagues for their hard work and always putting the children's needs first. There have been many challenges this year and there are increasing pressures on schools. As a community we support each other through the hard times as well as the good. I want to wish staff and pupils who are leaving us the very best for the future. As always I am extremely grateful. THANK YOU ALL.

Robert Browning, Snowsfields and Tower Bridge Primary Schools
We learn and succeed together



[@PrimaryRobert](#) [@SNSPrimary](#) [@TBPrimary](#)
Find us at: www.thebridgesfederation.org.uk



A warm welcome to Robert Browning Primary School!

This has been a very busy year at Robert Browning School! We have been delighted to get out of school for a range of different experiences, after a couple of years where we remained mainly in school. The children have been on some exciting trips and have taken part in a wide range of sporting events. We were particularly pleased to take part in the Mini London Marathon, both in October and also in April this year. The children really enjoyed taking part in this special event and showed their resilience when completing the run! You can read more about the trips and visits on the class pages and the subject pages.



As well as going out of school, we have also had lots of special events in school too! We especially enjoyed celebrating International Week in October and the King's Coronation in May.

In the Autumn term we worked with Trees for Schools and the Borough of Southwark to develop our school playground. We now have more plants and trees growing, special seating and a brilliant street art mural by the artist Frankie Strand. We hope it inspires creativity as well as brightening up the playground! Thank you to Tom and John for working hard on this project



Our provision for SEND pupils has continued to improve this year- we are looking forward to officially opening our Resource Base for children with Autism in the Autumn Term. A huge thank you to Anna and the inclusion team for setting this up!

As always, I would like to thank all the staff at Robert Browning, You have worked so hard to develop the provision for all the children at our school. They continue to thrive as a result of your continued dedication and hard work.

Congratulations to Kate Wooder for your MBE award, for services to Education. We are delighted that your hard work has been recognised.

Thank you to our families for your continued support. Thank you especially to those who have helped us fundraise this year.

Thank you to all the children for consistently demonstrating our core values. You are the reason why the staff work as hard as they do.

Finally good luck to all our leavers- staff and pupils, we hope that you continue to shine, wherever you go!

Sarah Manley, Headteacher



Welcome from the Governors

Welcome to this year's Annual Report, which is a celebration of the past year at the Bridges Federation. It is a time to reflect on our achievements and successes and an opportunity to look to the future.

On behalf of the Governing Body and as Chair of Governors I would like to congratulate all children, parents and staff in the Federation for an outstanding year. Just a couple of weeks ago we had another inspection from OFSTED, this time at Snowfields. We will be able to share the outcome in September – thank you to all our children who impressed the inspection team with their good behaviour and learning, and thank you to all staff too.

It has been the first year since the pandemic when we have been able to invite parents to our Christmas Shows in person and to have parents attend assemblies – it is great to be able to get back to some normality! We are so grateful to all parents who work hard to support our children, and who participate in our school activities.

We have spent a lot of time focusing on using the Internet safely and reminding children how to look after themselves and as part of this have fundraised for the NSPCC. I know parents have been involved in discussing this crucially important topic too.

We have also had some brilliant events across the Federation. For example in International week in the Autumn Term, we had a taco truck at Tower Bridge, and our theme was the Commonwealth. We had a brilliant Lantern Parade with Year 5 children from all 3 schools making lanterns and walking them along the river to London Bridge station. Older pupils loved their residential trip to PGL and we look forward to doing this again next year. And we celebrated the Coronation with Tea Parties and had a brilliant Talent Show for all three schools in December – all our children have unique talents and we are so proud of the special individuals that they are.

We are so proud of our hard working Year 6 children who showed determination, positivity and resilience in their recent SATs exams. I would like wish each of our Year 6 children the very best of luck in the future. In the years to come, I hope that you remember your time at primary school as a time of fun and happiness and as you start next stage of your school journey, I know that you will be fantastic role models for the Bridges Federation and keep in touch with us. I hope you always remember that you can achieve anything with a positive mindset and through working hard. Your teachers are so proud of you and know that you can achieve anything you want to. Always be ambitious and keep smiling!

On behalf of the Governing Body I wish you all a happy and healthy summer break spending time with your families and loved ones. Thank you for everything you have done over the last year to support your children and the Federation, and look forward to seeing you again in September.

Finally I wanted to say how pleased we are that Kate's brilliant and inspiring leadership has been recognised through an MBE award. The Federation is very lucky to have her, and we look forward to the pictures!

Jessica Hodgson
Interim Chair of the Governors

Staff of 2022-2023

The Bridges Federation Leadership Team

Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher Robert Browning
Anna Mulhern	Co-Head of School Robert Browning
Maureen Chance	Co-Head of School Robert Browning
Jo Cranmer	Co-Head of School Snowsfields
Zohra Benotmane	Co-Head of School Snowsfields
Laura Neuveglise	Co-Head of School Tower Bridge
Helen Viggiani	Co-Head of School Tower Bridge
Michelle Owens	Senior Federation Business Manager

Laurie St Luce	Office Administrator
Tina Hayden	Federation Finance Officer
John Kirwan	Premises Officer
Simon Bartlett Matthew Darcy	IT Technicians
Lena Oliveira	Inclusion Officer
Shanaz Rahman	Learning Mentor
Vincent Brown	Learning Mentor
Audrey Aitcheson Yvonne Foster Cheryl Ferreria Allan Kobako Millie Woon Daniella Rodriguez Ladino Jeff Cheshire	SEND Teaching Assistants

Year	Teacher	Additional Adult
Nursery	Kylie Harries	Angela Patabendidge
Reception	Andrina Phillips	Yemi Ojo
Year 1	Tom Verweij	Felicia Mensah
Year 2	Helen Preddy	Lawrencia Hemans
Year 3	Heidi Anderson	Carol Cook
Year 4	Natalie O'Donnell	Amienatta Mansaray
Year 5	Beth Wheeler	Diane Pheby
Year 6	Danielle Jordan	Flore Ramku

Governing Body 2022-23

Name of Governor

Status

Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Tom Verweij	Staff Governor (Robert Browning)
Kate Romain	Staff Governor (Tower Bridge)
Katie Curran	Staff Governor (Snowsfields)
Sarah Murray	Parent Governor (Robert Browning)
Ali McCulloch	Parent Governor (Snowsfields)
William Hounbo	Parent Governor (Tower Bridge)
Lara Stacey	Local Authority
Jessica Hodgson	Co-opted (Interim Chair)
Andrew Baker	Co-opted
Winston Yap	Co-opted (Chair of Resources Committee)
Charlie Dias	Co-opted
Amy Wilson	Co-opted
Jason Williams	Co-opted (Chair of Curriculum Committee)
Saad Naqvi	Co-opted
Rob Johnston	Co-opted
Hridi Chowdhury	Co-opted
Ruth Martin	Associate Member

Chair of the Governing Body

Jessica Hodgson
C/O Tower Bridge Primary School
Fair Street
London
SE1 2AE
Tel: 0207 407 2959

Clerk to the Governing Body

Dipesh Panchal
Southwark Children's Services
Tooley Street
London
SE1 5LX

There are four types of Governor:

- **Staff Governors** are elected from the staff of the school.
- **Parent Governors** are elected by the parents at each school.
- **Authority Governors** are appointed by Southwark Council.
- **Co-opted Governors** are appointed by the Governing Body because of their connections with the local community.

There are two committees who meet each term:

- Standards & Curriculum (Jason Williams- Chair of Committee)
- Resources (Winston Yap - Chair of Committee)



Governors' Statement- Finance

The purpose of the Resources committee is to set the school's budget at the beginning of the financial year and regularly monitor to ensure that spending does not exceed the limits set and offers best value for money. It also considers all matters relating to recruitment and retention of staff and ensures that Robert Browning has the best possible teachers and support staff for each individual child to achieve their best possible outcome. The committee also oversees the school's policies on pay and conditions of staff, as well as the management of their performance. The final role of this committee is to maintain a safe and secure building for children and staff to work in.

Total Income 2022-23	£1,980,037.29
Total Expenditure 2022-23	£1,848,616.05
Committed money carried forward to next financial year	£131,421.24

We received £121,520.00 in Pupil Premium which is used to support children entitled to Free School Meals. For further details on how this money was spent and its impact, please see our website. We also received £17,533.00 Sports Premium funding. The Sports Premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

For further information on how our funding is spent please visit our school website.

Charging Policy

All classes go on at least one trip each term linked to the topic they are studying in class. We do ask parents and carers for voluntary contributions to cover the costs of a variety of school educational activities. This is often only £1, but will vary depending on the overall cost of the trip. No individual child will be prevented from going on a trip because they have not paid. We do our best to keep costs at a minimum and we ensure that all activities are a valuable part of the curriculum.

Additionally, we undertake regular fundraising to support major activities like School Journey.



Governors' Statement- Curriculum

All children have a right to access a curriculum that is appropriate for their needs and that will allow them to achieve their potential. As staff we will consider the individual needs of each child, such as gender, race, special educational needs, gifted and talented, English as additional language and mobility to ensure that each child receives a curriculum that is appropriate for them.

Statutory Requirements:

At key stages 1 and 2 the statutory subjects that all pupils must study are:

- Art and design
- Computing
- Design and technology
- English
- Geography
- History
- Languages (KS2 only)
- Mathematics
- Music
- Physical education
- Personal, social, health, economic and relationships education
- Religious education
- Science



The curriculum should be broad and balanced and promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. It should prepare pupils for the opportunities, responsibilities and experiences of later life.

Rationale:

- Our curriculum has been designed to raise standards and improve outcomes for the children throughout the Federation. Children enter our schools with a wide range of needs and experiences, which are sometimes limited. Our approach has been developed to meet the needs of all our pupils and enrich their lives; whatever their starting point.
- Our curriculum has been shaped to reflect the ethos, aims and values of our schools.

Intent:

Creative learning helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts towards new and valuable goals. It encourages creative, critical and reflective thinking and produces excited, enthusiastic, enquiry-driven, active learners.

Our curriculum is planned to:

- help children to become INDEPENDENT, RESILIENT, ACTIVE learners
- be MEMORABLE, fun and engaging
- provide opportunities for children to be creative and allow time for them to explore and develop their own ideas, solve their own problems and use and apply skills – TINKERING
- be child centered and based on children's interests, allowing them to direct the learning where appropriate
- have a strong focus on Literacy, including opportunities to read, write, speak, debate, discuss and question across a range of styles and subjects
- be broad, balanced and cross curricular, making links to prior learning, knowledge and skills so that the learning is meaningful
- encourage children to make informed choices
- be flexible and allow us to respond to personal, local and national events

Governors' Statement Behaviour & Discipline

The Governors believe that for effective learning and wholehearted support for the school, there needs to be a strong consensus between parents, pupils and staff on what constitutes acceptable behaviour and fair discipline. The Governors have issued the following statement setting out what they think each pupil, parent and teacher has a right to expect and what it is reasonable to expect of them in return.

As Governors we recognise the rights and responsibilities of all pupils, parents and staff. We therefore expect all pupils, parents and staff to show due respect and courtesy to one another. In particular we believe:

Pupils are entitled to:

- Work and play in a secure environment, without fear or disruption
- Receive praise and recognition for their efforts and achievements
- Be respected as individuals
- Be subject to discipline that is fair, consistent and explicit in its expectations
- Receive understanding and support to help them meet the school's expectations



Parents are entitled to:

- Be respected as partners in the education of their child
- Be consulted at an early stage if their child is causing concern
- Receive clear information on all aspects of their child's progress
- Receive clear information on how to approach the school if they are concerned
- Receive clear information on their rights when any formal disciplinary measures are taken

Staff are entitled to:

- Work in a secure environment without fear or disruption
- Expect pupils to comply with reasonable instructions, given that staff have legal responsibility for the safety of all children in their care
- Receive support in their efforts to maintain the good conduct of the school and efficient learning

Pupils, parents and staff are all responsible for ensuring that others have the same rights as they do.

Responsibility for discipline in the school rests primarily with the Headteacher, subject to the statement on discipline from the Governing Body. The Governors are called upon from time to time to consider whether particular disciplinary action is appropriate where a dispute arises. While we shall try always to respect the individuality of pupils, parents and staff, the school is a community and there are times when the greater good of the whole school must take priority.

The Governors do not wish to draw up an exclusive list of prescribed behaviour and sanctions. We expect fair and reasonable behaviour and the full circumstances of each case to be properly considered. But we wish to make it clear that in exercising our functions, the Governors will regard the following as unacceptable behaviour at Robert Browning:

- Any action inconsistent with school policies
- Any form of violence, bullying or intimidation
- Racist or abusive language
- Bringing to school any inappropriate item
- Action outside of school that brings the school into disrepute
- Influencing pupils to participate in unacceptable behaviour

We believe that good order and mutual respect between pupils, parents and staff will be promoted where expectations are made clear and are widely accepted.



Vision and Values

At Robert Browning we believe that:



'WE ALL SHINE!'

Every member of our community has gifts and talents to offer. With hard work and perseverance we can work together to be the best that we can be, both collectively and as individuals.

Our Core Values take in the views of children, parents, staff and Governors.

Our core values are:

- **Respect**
- **Independence**
- **Creativity**
- **Resilience**
- **Kindness**

We aim to demonstrate these values in all that we do: through our behaviour, learning and relationships with each other.

The values shape our behaviour policy: children are recognised in assemblies for demonstrating these values.

Our curriculum is designed to reflect these values and special events, such as international week and Sports Day, help to reinforce them.

Uniform

Our uniform consists of a white polo shirt and a red sweater. Pupils should wear grey trousers or a grey skirt. ALL uniform must be clearly marked with the child's name. All pupils should wear sensible black shoes or trainers. Children will also need a PE kit in school, and should wear it on their PE day. PE kit consists of a white shirt, plain shorts or tracksuit bottoms and plimsolls or trainers for outdoor lessons. Children should not wear jewellery to school, with the exception of small studs in pierced ears.



SCHOOL LEADERS



It has been a busy year for our School Council, each of whom were voted for by their peers. They have attended meetings where they have shared the views of their peers and made suggestions for whole-school activities, including the focus of our local project in Science this year and our Autumn Term fundraising for Children in Need. In weekly assemblies, they have promoted our core values by choosing who will receive a 'Tell a Good Tale' certificate. Additionally, they have conducted research for the Trees for Cities project in order to ensure that pupils had their say in what was grown in our gardens.

HEAD GIRL

I am proud to have been Head Girl this year. I think I have been a good role model to other children as I am kind and respectful to others, an independent learner and I always work hard in the classroom. I feel sad to be leaving Robert Browning but I'm also excited about starting Year 7.



HEAD BOY

As Head Boy, I have respected other people's opinions and cheered anyone up if they needed it. I think I have been a good Head Boy, because I have helped children in different lessons, gone to meetings and given children certificates when they have been kind.



SPORTS LEADERS

To celebrate the King's Coronation, the Sports Leaders helped to organise fun races. On Sports Day they helped to gather resources, prepare events and support Key Stage One classes.



SCIENCE LEADERS

The Science Leaders have been involved in the Trees for Cities project this year and they have given certificates in assemblies to children that have shown good use of enquiry skills during lessons.



DIGITAL LEADERS

Our Digital Leaders have worked hard to support children with computing in classes and they have managed resources. On Safer Internet Day, they led a whole-school assembly to help children think about how to stay safe online.

More Able and Talented

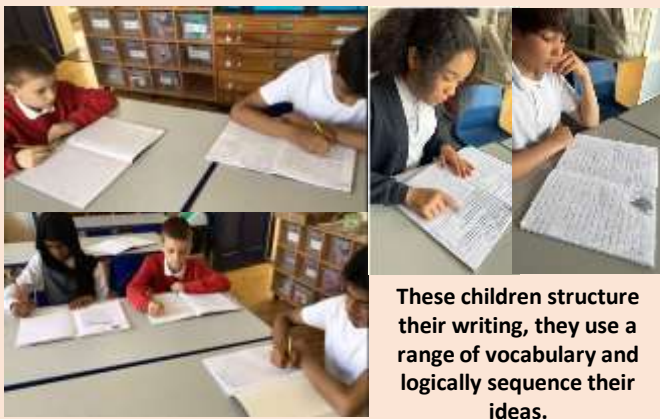
Sports

Our aspiring marathon runners took part in the TCS Mini London Marathon on Saturday 1st October. They had a brilliant time and all completed the mile successfully.

Some children even appeared in the highlights on BBC1! Thank you to all the parents who came and helped. Well done to Robert Browning Year 6 boys who came 3rd in an LPESSN football tournament



More able readers and writers who are able to write across a range of genres!



These children structure their writing, they use a range of vocabulary and logically sequence their ideas.

An assessor from the London Physical Education and School Sports Network (LPESSN) assessed some of our pupils as more able and talented in various areas of sports example for their physical and cognitive ability. Well done to these children from our federation.

Zahon, Edward, Noah, Gabriella, Anita, Zavarria

More able mathematicians

These pupils have the ability to solve complex maths problems. They enjoy sharing their knowledge with their peers and this help them to consolidate their understanding!



Robert Browning and Snowsfields Got Talent!

Each year at The Bridges Federation our children are given the opportunity to showcase their talents.

Poets
Some of our pupils had their poems published by Young Writers Publishers.



Musicians

Meet our talented federation musicians! These children have warmed the hearts of many with their melodious singing at the annual Christmas Lantern Parade and many other venues in London and playing of a musical instrument.



Here are the winners for this academic year!



Questionnaire Feedback November 2022

Pupils (118 returned)	Yes
Staff are friendly and I can talk to them	95%
I enjoy coming to school	93.3%
Lessons are challenging, interesting and fun	89.9%
I am learning and making progress	96.6%
I complete my homework	80.7%
Adults in school help me do as well as they can	96.6%
Adults in school explain to me how to improve my work	97.5%
I feel safe at school	90.8%
I behave well in school	95.8%
I think that behaviour in the school is good	87.4%
I know what to do if someone is unkind to them	93.3%
Adults in school deal with children who are being unkind	95%
I know how to stay safe when using the internet	94.1%

Parents (111 returned)	Yes
The office staff are approachable and make me feel welcome	99.1%
Teachers and Teaching Assistants are approachable and make me feel welcome	100%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	98.2%
My child enjoys coming to school	96.4%
My child is safe at school	99.1%
I think that behaviour in the school is good	97.3%
My child is learning and making progress	98.2%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	100%

February 2023

Pupils (131 returned)	Yes
Staff are friendly and I can talk to them	93.9%
I enjoy coming to school	84.7%
Lessons are challenging, interesting and fun	94.7%
I am learning and making progress	97.7%
Adults in school help me do as well as they can	96.9%
Adults in school explain to me how to improve my work	96.2%
I feel safe at school	90.1%
I behave well in school	93.1%
I think that behaviour in the school is good	84.7%
I know what to do if someone is unkind to them	94.7%
Adults in school deal with children who are being unkind	88.5%
I know how to stay safe when using the internet	98.5%

Parents (108 returned)	Yes
The office staff are approachable and make me feel welcome	100%
Teachers and Teaching Assistants are approachable and make me feel welcome	99%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	99%
My child enjoys coming to school	96%
My child is safe at school	100%
I think that behaviour in the school is good	99%
My child is learning and making progress	99%
The school helps me to support my child's learning	98%
I would recommend this school to another parent	98%

Attendance and Punctuality

Our attendance this year has improved slightly since last year, our target continues to be 96%. Classes earn certificates in assembly for good attendance and punctuality. Each half term children can work towards a different coloured wristband for 100% attendance and punctuality, with a special rainbow wristband for those who manage 100% for the whole academic year.

If the school has any concerns about a child's attendance or lateness the Education Inclusion Team or Family Early Help Service may be contacted. The school does not authorise any term time absence for holidays and parents may incur a fine if time off is taken. Any long term absence could result in your child losing their place. Good attendance and punctuality is vital because it links strongly to the progress children make in school. This continues to be one of the school's priorities. It is very important that children get to school on time. Our gates open at 8.45am for all children and children can go straight into class and start learning!

	18-19	19-20 (20/3/20)	20-21	21-22	22-23
Attendance	96.7%	95.1%	96.1%- Autumn 96.5% (8/3- 18/6)	93.5%	94.8%

The School Day

The gates open at 8.45am, we encourage the children to arrive promptly and head straight to class so that they are settled and ready for their first lesson. Classes complete 'early-work' until 9.15am.

Nursery 9.00-3.30 Monday, Tuesday, Wednesday	Reception 9.00-3.30 Doors open at 8.45am
Key Stage 1 9.15 Maths 10.15 Playtime 10.30 English 11.30 Lunch 12.30 Phonics 1.00 Reading 2.15 Playtime 2.30 Creative Curriculum, PE, RE, Music 3.00 Assembly 3.30 Children collected from Playground	Key Stage 2 9.15 Maths 10.30 Playtime 11.00 English and Reading 12.30 Lunch 1.30 Creative Curriculum, PE, RE, Music 3.00 Assembly 3.30 Children collected from Playground



Parents



This year we have been really grateful to the parents who have supported us with a range of fundraising activities. These have included the Christmas Raffle, a Chinese New Year food sale and an Easter Lucky Dip!



We have enjoyed entertaining our parents and carers with International Evening, Christmas performances and Class assemblies!



We invited parents in to school for workshops and events, these included: maths and reading cafes and a groundwork coffee morning.

We really enjoyed the SEN Bowling trip with the PE and Sports Network in October!



Wellbeing Day introduced us to some new ways to move our bodies-we tried yoga, capoeira and dance!



The Special Needs Day at the Oval Cricket Ground was such a memorable day. We played football, cricket and tag rugby. We even got our faces painted!

In December 'The Nest' visited us- they ran an assembly and workshops in each class with the theme of 'resilience'- one of our core values.



During the autumn term, the children spent time in their speech and language sessions preparing for a trip to Pizza Express. In January, the children visited Pizza Express to make pizzas!



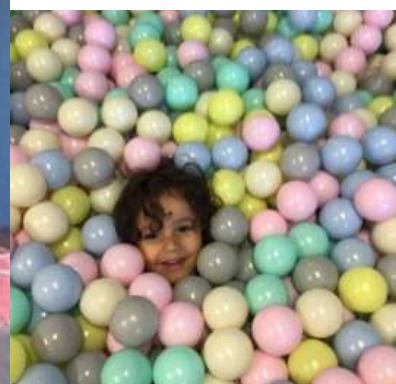
SEND at Robert Browning
A year of wonderful opportunities for all!



SEND Festival of Sport at Marlborough Gardens

In October, some children enjoyed a fun packed day of sports including: capoeira, cricket, volleyball, football, multi-skills and athletics.

We ❤️ soft play!



Our soft play room was installed in October and has been well used by children across the school. It is a safe space for us to develop our gross motor skills and we always have lots of fun with our friends.

The Inclusion Team 2022-2023

Anna Mulhern-Co-Head and SENCO
Helena Oliveira-Inclusion Officer
Vincent Brown-Learning Mentor
Shanaz Rahman-Learning Mentor
Flore Ramku-ELSA
Angela Patabendige-ELSA

**Number of children
receiving SEN
support across the
school**

66/209

**Number of children
with an Education
Health Care Plan
(EHCP)**

21

SEND Budget 2022-2023:
£227,766.60

Academic Progress

Last academic year (2021-22) 86% of our children with SEND made typical progress in reading, 69% for maths and 75% writing. 96% of our children with EHCPs made expected progress in reading, writing and maths.

Exciting News!

We are proud to announce that from September 2023 we will open a resource base for children with a diagnosis of autism at Robert Browning. The purpose of a resource base is to provide targeted educational support within a smaller setting to enable children to make progress and achieve educational outcomes.

At Robert Browning, pupils are supported for a range of needs including: ADHD, autism, speech and language needs, visual impairment, social communication, cognition and learning, dyslexia, and social, emotional and mental health needs. We have worked with: the autism team, the visual impairment team, ELSA, the Educational Psychology team, Groundwork, The Bloomfield and Blossom Tree.

This year we have been working with Livia Palotai, a Therapeutic Play Practitioner. Here is a bit about Livia:

I was born in Hungary and have lived in London for over 25 years. I have worked with children with additional needs for over 15 years in Summerhouse, the Behaviour Unit for Southwark. I have got two children and a cat. I like baking, swimming and love going to the cinema. I am at the final level of my training to become a play therapist.

Play therapy is a form of psychotherapy that uses play to help children deal with emotional and mental health issues. By using play as the medium, children are able to explore their feelings and share them with the therapist. It's mainly used with children who may not be able to put how they are feeling into words. Play therapy helps them to communicate at their own level using everyday playthings. This can help them learn to cope with what they're going through, to develop and to build relationships with others.



English at the Bridges Federation 2022 - 2023

Kate Romain, Danielle Jordan and
Maureen Chance

Reading

Reading takes priority at The Bridges Federation. We pride ourselves in ensuring that our pupils have quality texts to read which help to foster a love of reading for knowledge as well as for pleasure. Every week we celebrate all our pupils who read regularly at home by rewarding them in assemblies. A huge thank you to all our parents who have attended our Reading Café sessions this academic year.



Reading is challenging! The books we read are exciting and we always cannot wait to infer meaning and make predictions. We also get to find out information about places we have never visited and still have a feeling that we have been to these places. During reading I also read new words that help to build my vocabulary. I also like learning about the new skills such as summarising, predictions, word meaning and inference.



I like my writing lessons because I get to explore my use of new punctuation, vocabulary and the books we read are very interesting. Lots of the books we read are based on real-life events and we can imagine ourselves being there. Most of the books have a deeper meaning behind them and it is fascinating to try to work out what that meaning is.



I really liked having the book hut in school because it was inviting to all of us - it made us want to read more. The books I took home were exciting and took me some time to finish. There were a wide collection of books we could choose from and I like that we were able to add whichever book we took to our library of books at home.



Writing

This year we have tried our very best to adhere to the high expectations of our teachers by making sure we include ambitious vocabulary in our writing as well as making sure our writing is legible and our presentation is very neat.

I like my English lessons because I like when we get to write the next chapter of a story. I like creating my own narratives and writing newspaper articles as well as mystery stories. I like when our stories are based on our focus text.



World Book Day allowed me to express my feelings by dressing as a character that I can relate to. Sharing books with my friends meant I could find new authors to try reading and I also found books by my favourite authors that I had not read before. I was reminded how important reading is for mental health and how powerful books can be for our imaginations.



Children's Book Project and World Book Day

Our schools were chosen to take part in the Discovery Children's Book Project. During the Autumn term at The Bridges Federation, two of our schools had the use of a Pop Up Book Hut where children selected any book they would like to take to read. The children were allowed to either keep that book or return it then choose another book to add to their library of books. In total, each child selected two books to add to their library.

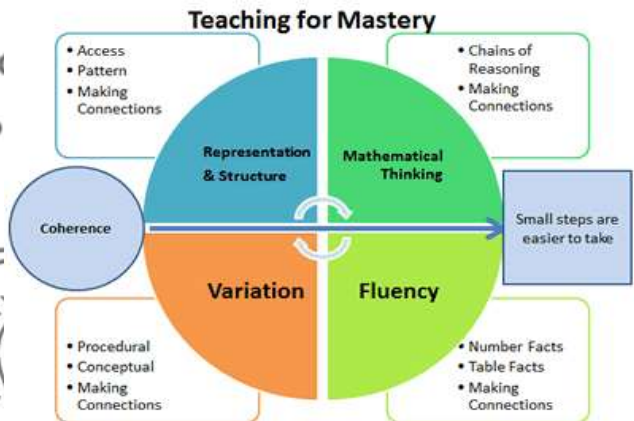
For World Book Day this year we have seen some amazing costumes representing characters from a wide range of genres. Thank you to all the parents who supported their children with making their costumes.



Maths at the Bridges Federation

At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with a unique and powerful set of tools to understand and change the world. These tools include logical reasoning, problem solving skills and the ability to think in abstract ways.

By following the mastery approach through the White Rose Maths learning scheme, we aim to develop deep and lasting understanding of mathematical procedures and concepts. We will also nurture positive attitudes and build confidence in mathematics so all our children can achieve.



We aim to encourage children to:

- Gain a wide range and balance of relevant mathematical experiences
- Be challenged intellectually by mathematical ideas
- Gain confidence through appropriate experiences, enabling them to use a variety of strategies, and through celebrating success
- See how maths is relevant and useful in everyday life.
- Work independently and collaboratively to solve problems.

We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language.



Children (and adults!) can find maths difficult because it is abstract. The CPA approach builds on children's existing knowledge by introducing abstract concepts in a concrete and tangible way. It involves moving from concrete materials, to pictorial representations, to abstract symbols and problems.

Concrete is the "doing" stage. During this stage, students use concrete objects to model problems.

Pictorial is the "seeing" stage. Here, visual representations of concrete objects are used to model problems

Abstract is the "symbolic" stage, where children use abstract symbols to model problems



At the Bridges Federation we have a membership to online resources - Mathletics and Times Table Rock Stars

As children complete tasks and work, they earn certificates for their hard work which will be awarded to the children during assembly and celebrated on Twitter.

We have a weekly competition between the classes so please continue to support your child's learning by using both programmes at home.



Science Leaders

All three schools had science leaders who performed a range of tasks this year and helped their classmates and teachers in lessons



By Adam Finch, Heidi Anderson, Caitriona Mitchell

EYFS learned about suction by lighting a candle, putting it into a saucer of coloured water and then putting a glass over the top. They also investigated freezing and melting.



Local/National Issue: Food Waste

Each class in the federation looked at what it was and how we could reduce it. We even audited our own food waste in the lunch hall!! Year 4 turned usually-discarded food into delicious smoothies



Red Class went on a nature hunt to identify flowers, plants and trees using a chart.



Orange Class had a mystery package to investigate. It was full of different things. We had to find out what they all had in common. We were surprised to discover that they were all seeds!



Yellow class set up a fair test to classify magnets based on their strengths. They also designed their own fun games using magnets!



Green class made classification keys for different trees in Burgess Park based on their leaves.



Blue Class were testing the acidity of white substances and also measuring forces



Purple Class were learning about evolution at the NHM and also investigating light

Art

At the Bridges Federation, the children create pieces of art inspired by a wide variety of artists using different media. We begin by exploring and analysing the work of a well-known artist. Then, the children take time to learn different artistic skills and techniques using a number of media, including pencil, paints, watercolours, pastels, textiles and clay. Finally, they create their own piece of work inspired by their chosen artist.

Year 1 created some wonderful work inspired by Yayoi Kusama. They transformed the classroom environment into their own art installation. Year 2 covered artwork by Sonia Boyce while Year 3 created some wonderful pieces of artwork using natural materials based on work by Anthony Goldsworthy. Year 4 explored impressionism by studying Picasso and reproducing a piece of work inspired by his 'blue period'. Year 5 focused on perspective drawing and built upon skills learnt in previous years. In Year 6 the children had great fun investigating form and proportions and created some wonderful sculptures.

Moreover, during International Week, each year group learned about an artist from a Commonwealth country and then created a piece of art inspired by their work.

At Tower Bridge, Year 2, Year 4 and a group of children from different year groups took part in an amazing project with Drawing Room, an organisation of artists who aim to explore drawing and what it can be with children. Participating in the 'Rock, Paper, Scissors' project has allowed the children to express their creativity in many ways and has resulted in beautiful pieces of artwork involving light and shadow and telling stories.



COMPUTING



Our curriculum supports children for the world they live in today, and to prepare them for the future. Every term, children learn more about how to stay safe using technology.



This year we have supported children using computing vocabulary more confidently in their lessons and evaluations. Children have enjoyed putting their skills to good use in real life scenarios, such as creating vector drawings and designing their own websites.

For the first time since 2019, our Digital Leaders attended Bett at the Excel Centre (an interactive education technology trade show).

They tried out new products and innovative ways of using technology to support learning in the Computing curriculum and beyond.



KATIE CURRAN, NATALIE O'DONNELL AND
LAURA NEUGEITSE

Our Digital Leaders have played a vital role in leading the assemblies and learning on Internet Safety Day.

Design Technology

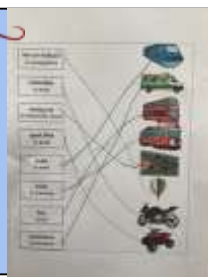


At the Bridges Federation, children are given the opportunity to participate in practical, hands-on activities to explore the design process. Children learn to evaluate existing products and consider how they could be changed, adapted or improved; creating a plan for their own product.

They are then taught the skills necessary to make their own product and consider which materials would be most suitable. Finally, the children make their products and evaluate them based on their design criteria. Throughout the year, each class focuses on different aspects of design to create a number of purposeful products. In Early Years, children learn how to use a variety of tools safely and appropriately so that they can successfully bring their creative ideas to life. They learn how to join materials together to create models and take part in cooking activities each term. Throughout KS1 and KS2, the children learn how to strengthen and reinforce structures and use this knowledge to create free-standing houses as well as picture frames. In addition, Year 5 has had the chance to make lanterns for the annual lantern parade along the Thames and experiment with ways of reinforcing and creating sound structural bridges. Children also learn about a number of mechanisms including sliders, wheels, axles, pulleys and cams. Once the children understand how these mechanisms work, they have the opportunity to make moving pictures, moving vehicles and automata. Finally, children learn about balanced, healthy diets, as well as a variety of cooking skills. Using this, children design their own three course menus and recipes and make a number of dishes, including smoothies and Roman bread.



Qu'est ce que tu as appris cette semaine?
 We have learnt to use the past tense to describe events that took place yesterday.
 Qu'est ce que tu as mangé hier? Raïla
 Hier, j'ai mangé des petits pois. Emily
 Hier, j'ai mangé du poisson. Juhem
 Hier, j'ai mangé de la pizza. Soumaya
 Hier, j'ai mangé de la salade. Cunnery



Qu'est ce que tu as appris?

Le printemps	Le printemps	Le printemps	Le printemps	Le printemps	Le printemps
Le printemps	Le printemps	Le printemps	Le printemps	Le printemps	Le printemps
Le printemps	Le printemps	Le printemps	Le printemps	Le printemps	Le printemps
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Le printemps	Le printemps	Le printemps	Le printemps	Le printemps	Le printemps
Le printemps	Le printemps	Le printemps	Le printemps	Le printemps	Le printemps



Modern Foreign Languages

What another fantastic year we had at the Bridges Federation! This year KS2 children embraced the exciting challenge of mastering vocabulary and grammar structure.

Through engaging cross-curricular activities, such as interactive games on the Interactive White Board, creative art projects, sing-alongs and drama, children embarked on a smooth journey of language acquisition.

With a focus on authenticity, pupils were exposed to genuine materials allowing them to explore music and videos. This enabled children to develop a good level of fluency and accuracy.

Within the fantastic French club children learnt vibrant vocabulary, explored French food, played famous French games like 'Jacques a dit' and investigated places where French is spoken around the world.



Qu'est ce que tu as appris cette semaine?
 We have learnt to name different musical instruments in French and asked our friends which musical instruments they like.
 Quel instrument de musique aimes-tu?
 J'aime le piano. Et toi? Julia
 J'aime la guitare. Romain
 J'aime la batterie. Youssef
 J'aime la flûte. Lily-Rose
 J'aime la violon. Ben

Geography

Melissa Hayward, Jess Neale & Sarah Manley



At the Bridges Federation, we aim to develop the children's deeper understanding of both the human and physical world around them through active learning and enquiry in Geography. We encourage questions that look at how and why places change, how they compare to one another and how they are connected. Children gain geographical knowledge through exploring and discovering their locality, using a range of creative 'messy' mapping skills that over time broaden and enrich their understanding of the United Kingdom and the wider world. The children apply their geographical skills when looking at mapping, topography, trade and population within topics such as 'Amazing Africa', 'The Natural World', 'Saving Planet Earth', 'Wild Weather' and 'Travel and Trade'. These topics give children the opportunity to continually build upon their previous learning through threads that include Rivers, London and Immigration, all of which cover aspects of human and physical geography.

In EYFS, children learn to recognise landmarks and are able to name basic physical and human features in their immediate locality. In Key Stage 1, the children begin to identify and locate the seven continents, the five oceans and name some of the capital cities in the UK using Google Earth and atlases. In Key Stage 2, children are introduced to grid references and can use an index to locate cities and geographical features around the world. Across all year groups, we have been developing the use of 'messy' mapping to map out familiar places and routes, allowing children to represent geography in a way that is meaningful to them.

Our theme for International Week this year was 'The Commonwealth' inspired by the passing of HM Queen Elizabeth II in 2022 and the regular mention of the Commonwealth in the media. Children explored which countries are part of the Commonwealth and some of the reasons why countries join or leave the Commonwealth. We love making the most of living in London and frequently venture out to partake in fieldwork, using our creative mapping skills to map out special places within our local area. We have also enjoyed using different forms of transport to explore further afield, for example visiting the Maritime Museum and learning about journeys overseas.



History

Melissa Hayward, Jess Neale & Sarah Manley



At the Bridges Federation, we continue to develop our History curriculum with the intent to deepen children's critical thinking skills and build on their prior learning. Children actively engage in their history lessons and take part in a range of activities where they strengthen their knowledge through the application of various skills. We continue to prioritise and embed Black History within our teaching.

Our theme for International Week this year was 'The Commonwealth' inspired by the passing of HM Queen Elizabeth II in 2022 and the regular mention of the Commonwealth in the media. Children explored the historical ties to the British Empire and what the Commonwealth means to different people around the world today. KS2 children also learnt about colonialism and 'decolonisation'.

Within our curriculum framework, broader threads that run through each year include London, democracy, settlements, conflict and invasion. The children learn about the Great Fire of London, the Stone Age, the Ancient Egyptians, the Romans, the Ancient Maya, the Vikings, Victorian Britain, Ancient Greece and World War II. Through these topics, children in Key Stage 2 deep dive into the Industrial Revolution, the British Empire and the Transatlantic Slave Trade and make links between events and time periods. In EYFS and KS1, the children begin to develop their skills for thinking like a historian through asking questions about old and new objects and comparing modern life to that of older generations.

Teaching and learning in History involves analysing different historical sources and discussing deeper big questions; following historical lines of enquiry such as: 'Who were the Vikings and how did they change Britain?' and 'How have the Ancient Greeks influenced our lives today?' Children also continue to complete homework projects linked to their history topics which has again resulted in a plethora of fact-files, posters and 3D models this year!

Throughout the year, the children have also experienced a number of educational trips and workshops to further develop their understanding of and passion for our History topics. These have included trips to the Natural History Museum, the British Museum, the Imperial War Museum, the Maritime Museum, The Museum of London Docklands and more. This year we were excited to celebrate the Coronation of King Charles III, and to reflect on this moment in History.



MUSIC

2022 - 2023

Year 1

Red class have been learning to recognise that their voice and instruments can make different sounds. They are able to recognise different instruments by sound alone, using different words to describe what they can hear.



Laurel and Antonio from Southwark Music Services help to teach music lessons across the federation.

Year 3

Yellow class have been learning to keep a steady beat, first with hand signs, and then moving onto instruments like the triangle and the tambourine. They learned to sing lots of fantastic songs, like Great Big Moose and Over the Deep Blue Sea. They also created a short ostinato of their own, using chime bars and shakers, to make the sounds of stomping elephants and fluttering bird sounds!



Year 4

Green class have been recognising and using pentatonic scales. They were able to explain the difference between pitch and volume, which linked to their science unit of sound. The children then added a pentatonic tune to a 4-phrase rhythm using chime bars.



Year 5

Blue class have been focusing on cyclic music which is when a beat or rhythm is repeated. They have played familiar songs they have learnt on different instruments like chime bars and claves, and also composed their own 4 phrase rhythm to play to an audience.



Year 6

Purple class learnt how to structure and play their own song. They first understood how pieces are made up of pitches and rhythms. Then they wrote down the rhythm and came up with the words and melody. They practiced in groups, playing instruments and singing to then perform to an audience.



Year 4, 5 and 6 love their African Drumming lessons with Paul.

We are Golden!

All three schools were graded Gold in the School Games Mark award.

The Bridges PE 2022-23

Girls' Football

Girls' football continues as a priority with girls' football training, teams and specific events.

Yoga Sessions

Children in all three Bridges schools have had yoga sessions this year. We also had some sessions to specifically support children's resilience.

Cricket with 'Chance To Shine'

All year groups have taken advantage of coaching with Kawsar Ahmed.



LPESN Competitions

We have enjoyed many competitions this year including the Year 6 cricket competition where Snowsfields, Robert Browning and Tower Bridge attended.



Launch of The Bridges Inter-Schools Competitions

All schools met on three occasions to play, compete and share their skills at football, dance and rounders.



London Mini Marathon

Robert Browning had 21 children run the London Mini Marathon in October and another 27 children in April. This means we raised over £400 to spend on PE equipment. Thank you to all the staff and parents who helped out!

World Daily Mile Day

We celebrated the World Daily Mile Day in April.



For Mental Health Awareness Week this year, the theme was Anxiety. During our assembly, we thought about different ways to cope with anxiety.

More and more of our staff are being trained in Mental Health First Aid which means they are better equipped to recognise early signs of mental health issues.



Daily emotional check-ins through our RULER Emotion Boards to support our mental health.



We had an amazing company called Fantastic Fred come in to visit us to deliver some PSHE+R workshops all about looking after our mental health



Year 5 took part in a fire safety workshop and learned invaluable safety rules.



The Nest worked with year groups 1-6 thinking about Resilience which is one of Robert Browning's Core Values.



Year 2 with a London Fire Brigade visitor learning about safety in different environments.



Early years and Year 1 received a visit from the Evelina teddy bear hospital. We learnt about how to care for someone when they are hurt and what we should do in an emergency.

Each year group have been thinking about staying safe on the roads. We must remember to stop, look and listen.

Year 6 and 5 had some exciting IntoUniversity workshops this year which helped them think about the future.



Religious Education

Each class from Year 1 to Year 6 follows the Southwark Agreed Syllabus for RE. The children study a 'big question' across the academic year. Through this question every child learns about different Religions, Worldviews, Beliefs and Practises. The children explore by handling objects in the classroom, taking part in discussions and debates, and through the use of role play. From EYFS all the way through to Year 6, the children are taught to compare their own life experiences, to look for similarities and to respect the differences between their own lives and the lives of others. The curriculum is enhanced by trips and by visitors to the classroom.

Can stories change people?



What does it mean to belong?



What is Special to me and the People in my Community?



How do Beliefs Influence Actions?



How Important are the Similarities and Differences between Religions?



How are Symbols and Sayings Important in Religions?



EYFS

In Early Years, the children learn about different religious celebrations throughout the year. They really enjoy the practical activities and storytelling element of RE.



Rachael Redman, Camilla Roche and Sarah Manley

Robert Browning Nursery

2022-2023

Core Areas

- Communication & Language
- Personal, Social & Emotional
- Physical Development.



Special Events

What is special to you and your family might be different from other families. Diwali, Christmas, Eid and snow...



Creative Skills

This year there has been a stronger focus on developing independence. We are helping children to think 'What do I want to do?' 'What do I need?'



PE

Every week we have time in the hall all together for movement and listening games. Over the year our skills develop to include preparation for our sports day.

Soft Play

We visit the new soft play room in small groups. This area helps the children to form friendships due to the shared experience and playing alongside one another.



Visits

Once children are settled in nursery we like to get out and about. At Easter we visited a local church to see what it is like inside and we have been to the Unicorn Theatre to watch 'Anansi' as part of our topic '**Around the World**' and we have visited the Horniman Museum and Aquarium as part of our '**Animals**' topic.



Reception Butterfly Class 2022-2023



We love to bake and cook in Reception Class. We have made lots of different things this year including cupcakes, biscuits, noodles, sandwiches, fruit salad, milkshakes, pizza and pancakes.

Each week we do lots of fun activities during P.E to help us develop our balance, coordination, fine-motor, gross-motor and many other physical skills.

We have learnt a lot about different cultural celebrations and religions. We learnt about Chinese New Year, Diwali, Christmas, Eid, Easter and had great fun performing our Christmas show.

We love the natural world and are learning how to take care of living things. We have learnt how to grow food and plants and have also learnt about life cycles.



We love learning and have done lots of fun and hands-on activities to help us learn about our world, phonics, maths, writing and how to make friends.



R E D

Class
22-23



We enjoyed performing our winter show, 'A Snowman at Sunset' for all of you.



To help us understand seasonal changes, we had a snowball fight when it snowed.



We made our own costumes for World Book Day of our favourite book character.



We went to the Unicorn theatre to watch the show Anansi.



It was SUPERHERO DAY!
We got to save the school from the baddies!



We visited Old Kent Road Fire Station to learn about the local heroes that save us.



We went to the park to find the names of different plants and trees.



Thank you to all the parents that came to read with us during our reading café.



We went on a local walk to learn the street names in our local area.



We went to the Horniman Museum to learn about Africa. We even got to touch some of the artefacts.



Thank you for coming to watch us perform our class assembly. We enjoyed performing Send for a Superhero.



We are so kind in Year 1. We made bird feeders to make sure the birds had food during the winter.

Year 2 Orange Class



This year we have loved learning about **London, Explorers** and **The Natural World**. We were lucky enough to go on some brilliant trips to The Museum of London, The National Maritime Museum and Beckenham Place Park, where we had a forest adventure!



Dressing up and playing games to celebrate the coronation of King Charles III.



Amazing artworks inspired by Sonia Boyce and Marianne North.



In PSHE+R we role-play to help us think about being a good friend.



In DT we designed moon buggies for astronauts and healthy smoothies for our friends.



In Geography we loved making messy maps of our local area. We also travelled around the world, learning about the 7 continents, the 5 oceans, the poles and the equator!



Our RE big question has been 'Can stories change people?'. We have loved using drama to retell stories from different faiths, including the Christian story of Easter.

How can we tell if something is dead or alive? In Science, we planted our own seeds to see if they would grow without water, light or air.



Yellow Class 2022/23



In the Autumn term, we went back in time to learn about what life was like during the Stone Age. We learned about their homes, diets, tools, clothes, and more. Evident from our persuasive writing, some pupils wanted to go back in time, others were content with modern technology!



In the Spring term, we focussed on the culture and lifestyles of Ancient Egyptians. We were fascinated by Howard Carter's discovery of Tutankhamun's tomb. We took turns minding, and writing diary entries from the perspective of our class mascot, Cleocatra.



In Science, we conducted experiments about the properties of rocks and figured out why some stones were used to make tools.

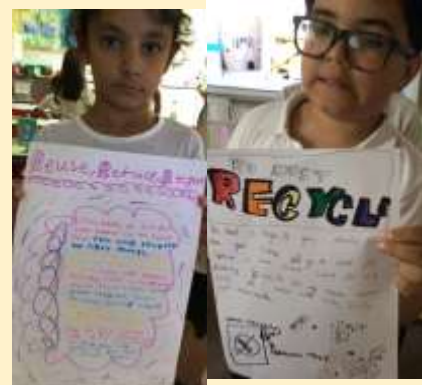
We competed in an athletics competition in Bacon's College



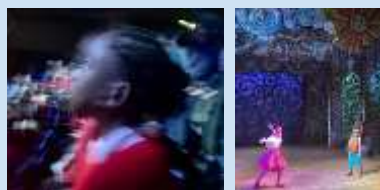
We had a fantastic trip to London Zoo where we saw first hand how important it is to take care of our planet and everything that lives here!



In the summer term, we learned about the flora and fauna of rainforests and the effect that climate change is having on them. We have learned ways in which we can help the environment and the dangers we face if nothing is done.



We attended a mixed sports event in Burgess park, focussing on cooperation and good sportsmanship



We went to the Unicorn theatre to experience a live production of Pinocchio



Some very brave, resilient children took part in the London Mini Marathon!

Green Class

2022-2023

Year 4 have been working so hard and shown a passion for learning this year. It has been amazing to see how much progress everyone has made and the lovely friendships that have developed in the class. We have made lots of fun memories as shown in the pictures below. Good luck for year 5!

In Autumn term, we visited the London Mithraeum where we looked at the temple of Mithras! We loved exploring Roman artefacts.



We also went to a workshop about the digestive system in the Science museum. Some of us were chosen to go on stage!



At the Vue cinema in Piccadilly we watched a film about the Romans.



We went to the Horniman museum where we learnt about different animals!



In Spring term, for our Living Things unit in Science, we visited Burgess Park to identify different types of trees! We had lots of fun collecting leaves which we used to create classification keys.



Year 4 loved working creatively this year! In art lessons we were inspired by the work of Picasso and created our own tessellation designs on textiles. In D.T. we designed and made our own delicious bread!



We have read some amazing class novels this year, including Viking Boy, Kaspar Prince of Cats, London Eye Mystery and Street Child.

Blue Class

2022 - 2023

**Our topics this year have been:
Anglo Saxons & the Vikings; Travel &
Trade and Victorian London.**



In the Autumn term, we went on a trip to the British Museum to learn more about the Anglo-Saxons time in Britain. We even saw the remains of Sutton Hoo.



We really enjoyed working on our teamwork skills during a morning playing some orienteering games in Burgess Park.



In PE this year, we have learnt and practiced skills in football, hockey, gymnastics, dance, athletics and basketball.



We made lanterns for the annual lantern parade in DT to understand how structures are made.



We love computing, especially designing our own games

We made silver foil hats with artist Katie Surridge and saw her exhibition at the South London Gallery.



During our trip to the Science Museum, we took part in a fantastic workshop about forces.



Purple Class

2022 - 2023



Our topic in the autumn term was World War Two and we went on a fascinating trip to the Imperial War Museum. We also had workshops with The Nest, focusing on resilience, and Sphere Science, where we learnt lots about how to detect the hidden properties of materials.



During the spring term, the Half Moon Theatre came into school to teach us how to stay safe online. We used role play to consider different online situations. We also used our Reading Café to reconnect with picture books and realise that they are not just for younger children.



Celebrating World Book Day was fun and we made lots of effort with our costumes. On a trip to Old Kent Road Fire Station, we met members of the emergency services who helped us prepare for real life scenarios that we could encounter when we go to secondary school.



In the summer term, we were delighted to have a cricket coach from Surrey County come to teach us. We also enjoyed taking part in a federation cricket tournament at Burgess Park. To support our learning about Ancient Greece, we visited the British Museum and saw many interesting artefacts.



Goodbye and Good Luck Year 6!

Class of 2023!

Maryam	Kamilah	Fawaz	Hassan	Aia
Moyo	Mounir	Monae	Deeqa	Munira
Jasmin	Skye	Kaelia	Izrael	Joseph
Enoch	Chelsea	Chloe	Aamir	Roihanna
Tnok	Fatouma	Lola	Rayan	Ledion
Ermal	Long	Salman	Renaya	Kelahnie

Secondary School Destinations:

Lilian Baylis Technology School	Notre Dame School
St Thomas the Apostle	South Bank University Academy
Harris Academy Bermondsey	Haberdasher Aske's Borough
Ark Globe	Harris Academy at Peckham
Ark Walworth	Compass School
Bacons	The City of London Academy
Harris Girls' Academy East Dulwich	St Saviour's and St Olave's School



Term Dates 2023 – 2024

Autumn term

- Wednesday 6 September 2023 - Friday 20 October 2023
- *Half Term: Monday 23 October - Friday 27 October 2023*
- Monday 30 October 2023 - Thursday 21 December 2023

Spring term

- Tuesday 9 January 2024 - Friday 9 February 2024
- *Half Term: Monday 12 February - Friday 16 February 2024*
- Monday 19 February 2024 – Thursday 28 March 2024

Summer term

- Tuesday 16 April 2024 - Friday 24 May 2024
- *Half Term: Monday 27 May - Friday 31 May 2024*
- Monday 3 June 2024 - Wednesday 24 July 2024

