



# Tower Bridge Primary School

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Annual report to parents  
2022-2023

# Contents

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From the Co-Chairs of Governors

From the Headteacher

Staff

The Governing Body

Governors' Statement

School Rules

Vision and Values

Questionnaires

The School Day

School Leaders

Community Links

More Able and Talented Provision

Inclusion

Curriculum pages

Class pages

Year 6 Leavers

Dates for next year

More information about the school can be found on our website at **[www.thebridgesfederation.org.uk](http://www.thebridgesfederation.org.uk)**





## Message from Jessica Hodgson

### CHAIR OF GOVERNORS

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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.

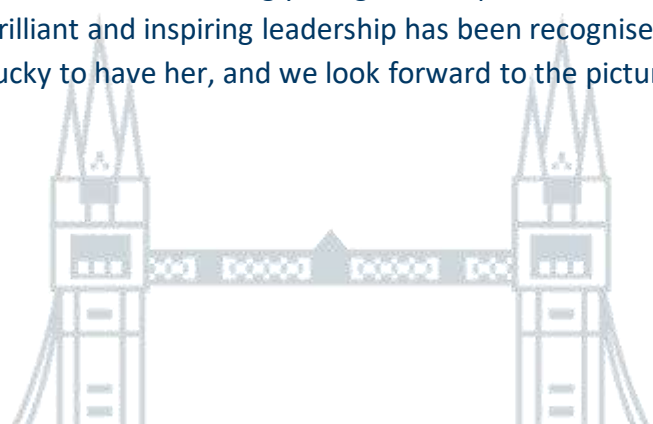
We have spent a lot of time focusing on using the Internet safely and reminding children how to look after themselves and as part of this have fundraised for the NSPCC. I know parents have been involved in discussing this crucially important topic too.

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!





# 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.

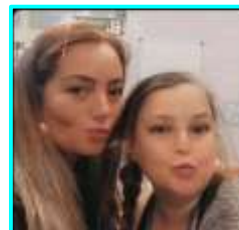
All 3 schools achieved the Gold School Games Award.

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](http://www.thebridgesfederation.org.uk)



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

Tina Hayden	HR & Finance Administrator
Alison Clark	Pupil Administrator
Jim Pooke	Premises Manager
Simon Bartlett	IT Technician
Matt Darcy	IT Technician
Katie Stejskal	Inclusion Officer
Tony Mighty	Learning Mentor
Sophia Grinnon-Powell	Learning Mentor
Michelle Moran	Learning Mentor
Chris Ayriss	SEN Teaching Assistant
Elijah Marshall	SEN Teaching Assistant
Andrea Martinez	SEN Teaching Assistant
Natoya Reid	SEN Teaching Assistant
Mary Nameke	Cleaner
Vida Nkrumah	Cleaner

Class Name	Year Group	Class Teacher	Teaching Assistant
Caterpillar	Nursery	Rachael Redman	Susan Crawford (Nursery Nurse)
Butterfly	Reception	Rose Grosvenor	
Red	Year 1	Elise Jarvis	Katrice Rose
Orange	Year 2	Caitriona Mitchell	Fadoua Hadad
Yellow	Year 3	Emily Sellicks	Daisy Hu/Sophia Grinnon-Powell
Green	Year 4	Jess Neale	Tammy Gilbert
Blue	Year 5	Melissa Leeder	Yasha Bravo Teixeira
Purple	Year 6	Kate Romain	Tony Mighty/Chris Ayriss

## Governing Body 2022-2023

### Name of Governor

### Status

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

<b>Total Income 2022-23</b>	£1,985,479.50
<b>Total Expenditure 2022-23</b>	£1,858,929.93
<b>Committed money carried forward to next financial year</b>	£126,549.57

We received £148,195 in Pupil Premium which is used to support children entitled to Free School Meals. We also received £ 17,516 Sports Premium funding. For further details please see our 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

## 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 centred 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

## 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 and economic education and Relationships

Religious education

Science





# **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

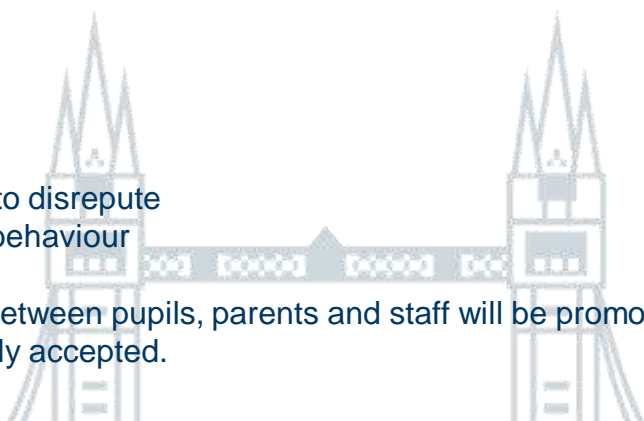
Pupils, parents and staff are all responsible for ensuring that others have the same rights as they do.

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 Tower Bridge:

- 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.





**As a pupil at Tower Bridge I will:**

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**Do my best at all times.**

**Respect myself, each other and the school environment.**

**Be kind, keep myself and others safe.**

**Be on time in the correct uniform and ready to learn.**

**Complete my homework and read at home.**



# Tower Bridge Primary School

## Values

At Tower Bridge we learn and succeed together

**T**eamwork

**O**vercoming challenges

**W**elcoming everyone

**E**xcellence, enjoyment and effort

**R**espect for all

**B**e the best we can be – believe

**R**esilience and responsibility encouraged

**I**ndependent learners shine

**D**iversity is celebrated

**G**oals are aspirational

**E**ngaging everyone everyday





# Tower Bridge Pupil Review Meetings – Spring 2023

Thank you to everyone who returned their questionnaires. Here are your views on the school:

## Parent questionnaires (61 returned)

Question	Yes
The office staff are approachable and make me feel welcome	100%
Teachers and Teaching Assistants are approachable and make me feel welcome	98%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	100%
My child enjoys coming to school	95%
My child is safe at school	100%
I think that behaviour in the school is good	100%
My child is learning and making progress	100%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	100%

## Pupil questionnaires (159 returned)

Question	Yes
Staff are friendly and I can talk to them	97.5%
Enjoy coming to school	92.5%
Lessons are challenging, interesting and fun	93.7%
I am learning and making progress	95%
Adults in school help me do as well as I can	98.7%
Adults in school explain to me how to improve my work	98.7%
I feel safe at school	94.3%
I behave well in school	98.1%
I think that behaviour in the school is good	91.8%
I know what to do if someone is unkind to me	96.2%
Adults in school deal with children who are being unkind	96.2%
I know how to stay safe when using the internet	96.9%



### Attendance and Punctuality

Arriving at school on time and attending school regularly is essential for children's well being and progress. This will always be one of our school priorities. Every school day counts.

Leave during term time is **not** authorised and must only be taken during exceptional circumstances.

Concerns about persistent absence or lateness will be referred to the Education Inclusion Team or Family Early Help Service. Fines will be issued for term time leave.

Children earn points for their class towards a termly medal 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

Please see our policy on attendance here: <https://thebridgesfederation.org.uk/home/policies/>

No days missed 100% <b>Excellent</b> BEST CHANCE OF SUCCESS!	7 days missed 96% <b>Good</b> OFF TO A FLYING START!	11 days missed 94% <b>Satisfactory</b> LESS CHANCE OF SUCCESS	15 days missed 92% <b>Unsatisfactory</b> HARDER TO MAKE PROGRESS	More than 18 days missed Below 90% <b>Poor</b> Your child is missing out
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Year	17-18	18-19	19-20	20-21	21-22	22-23
Attendance	96.1%	95.8%	95.9% (Up until 20.3)	95.7% (A) 94.5% (S/S)	92.3%	93.2%
Punctuality	4.6%	4.1%	3.5%	3.1%	5.9%	

### The School Day

<u>EYFS</u>	<u>KS1</u>	<u>KS2</u>
<b>Nursery</b> 9.00am-3.30pm Monday to Wednesday  <b>Reception</b> 9.00am-3.30pm Monday to Friday	8.45-9.00am Registration 9.00am Lesson 1: Maths 10.15am Break 10.30am Lesson 2: English 11.30am Lunchtime 12.30 Lesson 3: Phonics 1.00pm Lesson 4: Reading 1.30pm Break 1.45pm Lesson 5: Curriculum 3.00pm Assembly 3.30pm Home time	8.45-9.00am Registration 9.00am Lesson 1: Maths 10.30am Break 11.00am Lesson 2: Reading 11.30am Lesson 3: English 12.30 Lunchtime 1.30pm Lesson 5: Curriculum 3.00pm Assembly 3.30pm Home time

**Curriculum includes: History, Geography, Art, Design Technology, Science, PE, PSHE, Music, RE, Computing**

The school runs a breakfast club for children from Nursery to Year 6 daily. Playshelter run a daily after school club from 3.30pm until 6pm at Snowfields Primary School. The children are collected and walked over at the end of the day. You need to register your child directly with Playshelter.

<https://www.theplayshelter.co.uk/>



# School Leaders



Hi, I am Head Boy. I think I am a good Head Boy because I will help you when you struggle with something and never speak over you. I hope that you guys will appreciate me as a good Head Boy; please get to know me and ask me anything. I will always support you. We will always be there for each of you guys. If someone upsets you, we will try to cheer you up and make you smile.



Each year, two school council members are elected from each of our Key Stage Two classes. These children are exemplary role models who demonstrate our school values every day. They attend half termly meetings where we discuss a variety of topics, including behaviour, events and the school community as a whole. They then visit classes to pass on any necessary information. In addition, during our weekly Celebration Assembly, school council members celebrate our school values by presenting a 'Tell a Good Tale' certificate to children in the school who have shown respect and kindness to others. Our school council members have done a brilliant job this year and we thank them for everything they have done!



Hi I'm Head Girl. I think I will be good at being Head Girl because, I will help you and I will make sure you're ok. This year I hope to be a perfect role model for everybody. I will support other children by giving good advice if you have a problem. I will also support you by making sure you are having a good day. This year I hope to listen to your ideas about improving the school and try to make them happen.



The digital leaders have worked hard this year supporting other children in their computing learning; keeping our devices tidy, charged and in good condition as well as celebrating the achievement of others within the computing curriculum in Monday assemblies with their certificates. In February they led a whole school assembly on Safer Internet Day and in March went to the Excel Centre to attend BETT - a computing educational show.



The PE leaders have been putting in a lot of effort to ensure all children are participating in and making active, healthy choices by running the Daily Mile and celebrating achievements in Celebration Assembly. They have also played a vital role in ensuring the PE equipment is used safely and is kept neatly so everyone has a chance to use it. Finally, they played a key role in the planning and running of our annual Sports Day. They have been brilliant role models this year!



This year, the Science Leaders took part in an exciting project with Global Action Plan. They monitored the CO2 levels in all of the classrooms and took notes to see what made the CO2 levels better or worse. They then presented their findings to other schools and the London Deputy Mayor for Environment and Energy. They have also given out certificates to children across the school for excellent Science work during our weekly Celebration Assembly.



# community & partnerships



The Drawing Room came in to support our Art and Design curriculum this year with Orange and Green Classes.

DRAWING ROOM

This year we were able to take part in the Sports Clubs offer by Marlborough Gardens



**BOROUGH MARKET**

**BANKSIDE OPEN SPACES TRUST**



**King's College Hospital**  
NHS Foundation Trust



**TEAM LONDON BRIDGE**



**DRAWING ROOM**

Laura Newgill



Butterfly Class made Coronation decorations for the patients in King's College Hospital Elderly Care Department.



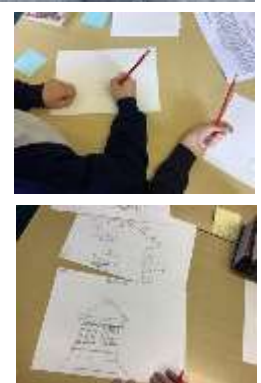
We have also been lucky enough to take part in Borough Market's Young Marketeers programme; every child has visited the Unicorn Theatre and MoonAge Media took Year 6 on a trip to the seaside.



Each year Blue class and the choir take part in the Lantern Parade with Snowfields and Robert Browning schools. Blue class really enjoy making their lanterns. Thank you to Team London Bridge for including us in this wonderful event.



Green Class and Blue Class have been lucky enough to take part in The Guy Fox Project this year. The children are book illustrators for Guy Fox writing about important things such as Dispute Resolution.







# MORE ABLE AND *talented*

At Tower Bridge Primary School we believe every pupil has a strength or talent for us to nurture and challenge across the curriculum, and to prepare them for their future.

Creative talents in art, drama, PE, music and communication are strengthened through the opportunities the children are offered during their time with us.

Some of these are showcased in school through performances, shows and assemblies as well as in the projects, clubs and workshops we run in school.

Workshops run by other professionals always enhance the experiences of the children. We are very grateful for all these opportunities.

Laura Neuveglise

Many children have taken part in clubs on offer this year, including Ballet, Animation, Lego, Knitting and Origami!



Pupils have produced many performances this year. Following the restrictions of previous years, we were amazed at the confidence shown.





# SPECIAL EDUCATIONAL NEEDS AND DISABILITIES



The Tower Bridge Special Educational Needs and Disabilities Policy (school information report) can be found on our Federation website here:

<https://thebridgesfederation.org.uk/home/send/>

## Number of children with SEND:

There are 51 pupils supported with SEND (28% of the school roll.) 16 of these pupils have Education Health and Care Plans; this number has increased by 2 compared with only 14 in 2021-22. A further 2 EHCP applications are currently in progress.

## The SEND Budget

for 2022-23 was £142,803

## Academic Progress

Last year our children with SEND made good progress across the curriculum. 72% of SEND children made the expected progress in reading, 69% for maths and 67% writing. Children with EHCPs made their small steps of progress towards the individual targets on their plans.

## SEND Opportunities and Provision

This year our children with SEND have enjoyed a range of extra curricular opportunities. This has included art workshops with The Drawing Room and Wall Ball club at Marlborough Gardens. Well done also to our Year 6 girls who won the borough bowling tournament!

We continue to prioritise and support children's social, emotional and mental well being. Fadoua has successfully completed her ELSA training and is now a fully fledged Emotional Learning Support Assistant. Our learning mentors Tony and Sophia have both become Mental Health First Aiders. Congratulations to all three of them.







# RAINBOW ROOM



This year has seen the introduction of the Rainbow Room for some of our highest need pupils. This is a quiet, nurturing space for children to learn with support from our learning mentors and SEN TAs. In addition to individual Maths and English learning the children take part in a range of social, creative and life skills activities. Some children, who are at the early stages of communication, are learning PECS (Picture Exchange Communication System.) It has been lovely to see the progress the children have made over the year. **Helen Viggiani, Summer 2023**



Rainbow Room activities have included decorating Christmas biscuits, making messy maps of 'Bear Hunt' and going shopping for ingredients to make Apple Pie bites.





# 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.

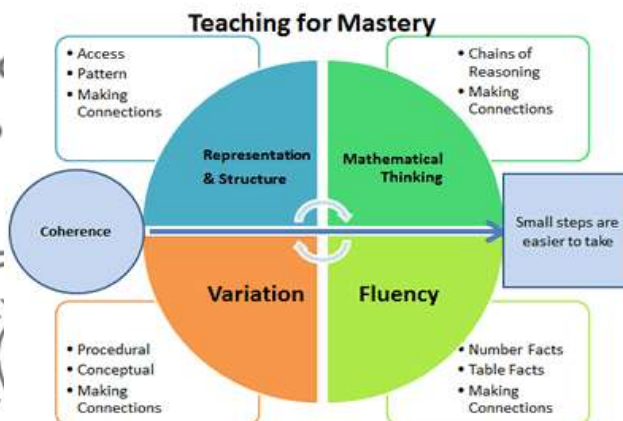




# Maths at the Bridges Federation

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 the 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

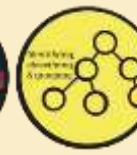


At the Bridges Federation we have a membership to online resources - Mathletics and Times Table Rock Stars

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.





# 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.





# 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.

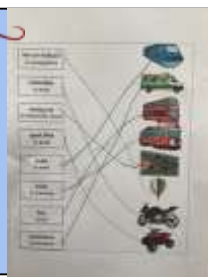


KATIE CURRAN, NATALIE O'DONNELL AND  
LAURA NEUGEITSE

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



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. Cunneryn



## 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?  
 Raïla  
 J'aime le piano. Et toi? Julia  
 J'aime la guitare. Raïla  
 J'aime la batterie. Youssef  
 J'aime la flûte. Lily Rose  
 J'aime la violon. Ben



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 Tower Bridge'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.





Emily Sellicks,  
Kate Wilkinson and  
Kylie Makhni

# The Bridges PE 2022-23

## PESSN Competitions

We have enjoyed many competitions this year with the PESSN. Year 6 have attended a cricket competition on Burgess Park, Year 3 partook in the multi-skills festival and some children in Year 6 went to a Bowling event.

## We are Golden!

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



## Launch of The Bridges Inter-Schools Competitions

All schools in the federation competed and performed with one another at Tower Bridge and Snowsfields. The children's sports of that term were celebrated and they loved meeting and chatting with their year groups at the different schools.

## Cricket with Chance To Shine



## World Daily Mile Day

We celebrated the World Daily Mile Day in April.



## 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.



# 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.





# 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.





### 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.

# MUSIC

## 2022 - 2023

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

### Year 2

Orange Class learnt about pulse and tone. They were able to double the speed of the pulse so that the beats were half as long! They learnt how to recognise, make and sign la, soh and mi.



### 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.

# 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





# EYFS

## 2022-2023



We have had such an exciting year in Early Years at Tower Bridge! It has been a delight to welcome new children to the school and to enjoy learning together as Nursery and Reception.

We had a fun Teddy Bear Hospital workshop where we learnt about keeping healthy, and had some exciting trips to the Unicorn Theatre to see "Home for Christmas" and "Anansi".

We loved dressing up for International Day and World Book Day and enjoyed all the activities, such as sharing our favourite books with each other.

Our Christmas party was such fun - we loved dressing in our festive outfits, dancing and playing games.

We also performed in our lovely Winter Concert, and Reception even held their very first ever class assembly in which they sang and celebrated all their different cultures. We had a great time at our Coronation Party, making cucumber sandwiches to eat and special crowns to wear.

Reception also enjoyed a lovely visit to Snowfields garden, exploring the plants and minibeasts there.

More recently, we all had a very eventful Sports Day at the park and also took part in our Graduation show. What a year!





# Red Class 2022-2023

Our topics this year have been: 'All About Me', 'Heroes and Heroines' and 'Amazing Africa'.



Year 1 have been on some exciting trips and had some super workshops this year!

We dressed up as our favourite book character for World Book Day!



We found our rhythm and love for music on Thursday afternoons.



We enjoyed some practical, hands on lessons. We loved exploring new concepts.



Red class embraced their passion for acting and singing during practice for our Christmas Show performance!



Art and DT has been a highlight for Red Class.

Year 1 were given the opportunity to redeem their well earned stars from their star chart at 'Reward Shop'. Some of us exchanged our stars for some cool prizes whilst others chose to save them up!



Year 1 created some impressive homework projects.



# Orange Class 2022-2023

Our topics this year have been: 'Great Fire of London', 'Explorers' and 'The Natural World,'



We have done so much art this year and we even had an artist come in to do a workshop with us



This year we completed our SATS!



Orange Class created some impressive homework projects.

We made smoothies and vehicles in DT. And got to race the vehicles!



We've loved our trips this year - including the Maritime Museum and the Unicorn Theatre.



We had a lot of fun in PE too!



We've had LOADS of local walks this year for Science, Geography, History and English!





# Yellow Class 2022-2023

Our topics this year have been: 'The Stone Age to Iron Age', 'Ancient Egyptians' and 'Saving the Planet'.



We celebrated the King's Coronation with a party!

We had a class fundraiser where we made cupcakes to raise money for our trip to the zoo! The cakes were delicious.

We found our rhythm and love for music on Thursday afternoons. We prepared and performed our own musical piece about animals!



During the spring term, we put our drama and singing skills to the test and created our own class assembly based on Ancient Egyptians.



Year 3 created some impressive homework projects.



Yellow Class have been on some great trips to Pizza Express, a multi-skills festival with the PESSN and to London Zoo for our topic 'Saving the Planet'.



Emily Sellicks





### Green Class - Year 4

Year 4 have had a fantastic year covering lots of exciting learning and with many fun workshops and visitors!



In Autumn Term, our topic was the Romans. We had a trip into Piccadilly to see the Rotten Romans film. It was also an excellent opportunity for a bit of sightseeing!

A highlight of this term was definitely our Bridges Federation Year 4 Football Tournament! Although we did not win, TB Green Class did an excellent job, showing great teamwork and skill.



In Spring Term, we showcased what we learnt about the Romans in Britain in our class assembly. We also had many great workshops including IntoUniversity and Dental Hygiene. It was a very musical term for the class who had both drumming and music lessons. They created some beautiful 4-phase rhythms.



In Summer Term, we have had some incredible visitors in! We've been so lucky to have 3 weekly visitors in for Art and Science. Guy Fox have been teaching us all about the UK Constitution and we can't wait until our book gets published! In our Drawing Room sessions, we have explored chance and possibility with real-life artist Daisy. These sessions have been an incredible opportunity to explore a range of mediums in art and push our creativity. To support our topic learning, Wild Weather, we also took a trip to the Natural History Museum! We went to an excellent Volcano show before we checked out some dinosaurs.







### Blue Class - Year 5

Year 5 have had a brilliant year filled with lots of exciting trips and workshops!

In the Autumn Term, we went to the Gun Salute at Potter's Fields to pay our respects to the Queen. We also took part in a cooking workshop with School Food Matters where we made seasonal dishes. We then had a special performance as part of the FRED experience where we learned about the importance of living a balanced lifestyle. Next, we took part in a virtual science investigation and then visited South London Gallery to make our own artwork. Soon after, we had the opportunity to make our own life-size lanterns which we used in our annual lantern parade! Finally, we visited The British Museum where we completed a scavenger hunt about Viking artefacts.



In the Spring term, we presented our class assembly to our parents and peers, teaching them all about the Vikings. Next, we completed a virtual DT workshop where we designed 'cars of the future'. As part of our history learning, we took a local walk to Traitor's Gate along the Thames. Not long after, we attended a book launch party with Guy Fox to celebrate the publishing of our book. Finally, we participated in science workshops where we learned about climate change.



In the Summer term, we had the opportunity to visit the Unicorn Theatre to learn about how a show is put together. We also visited IntoUniversity on two occasions! Next, we had a tea party to celebrate the King's Coronation and we took part in science workshops at SBUA where we were able to complete investigations in a science lab. Finally, we finished the year with Sports Day at Southwark Park as well as our annual Summer Fair!





### Purple Class

Year 6 have had a very busy year! In the Autumn term, the children participated in the Mini Marathon, competed in a football tournament, celebrated International Week, welcomed a Humanist guest speaker, visited the Imperial War Museum as part of their WWII topic and invited parents into school for a Maths cafe. Some children also went to PGL and a talented team of 5 represented the class at a bowling event!

In the Spring term, the class went to a Southwark Citizenship scheme event, participated in an online safety programme over 4 weeks, went to a art workshop at Two Temple Place and had their IntoUniversity week that culminated in a graduation ceremony at Cambridge University. They did all this while demonstrating incredible resilience and positivity in preparation for their SATs tests... phew!

In the Summer term, the children had an oral health workshop, invited parents in for Reading cafe, visited the British Museum as part of their Ancient Greeks topic, competed in a federation cricket tournament, rehearsed enthusiastically for their end of year performance of Bussy Malone and celebrated finishing primary school with a trip to Brighton!

What a year!





# GOODBYE

## *year 6*

Our wonderful Year 6 Class are heading off onto the next stage of their adventures. Thank you Year 6 for always keeping us entertained and working so hard this year in school. We could not have asked for anything more of you. You will always have a place in our hearts at Tower Bridge, don't forget you come back to let us know how you are getting on.

Here are the schools where their new adventures will begin:



**HABERDASHER ASKE'S BOROUGH ACADEMY**



**ARK GLOBE ACADEMY**



**ARK WALWORTH ACADEMY**



**HARRIS ACADEMY BERMONDSEY**



**THE CITY OF LONDON ACADEMY**



**SOUTH BANK UNIVERSITY ACADEMY**



**THE CHARTER SCHOOL, BERMONDSEY (COMPASS SCHOOL)**



**NOTRE DAME**



**ST MARYLEBONE BRIDGE**



**ST SAVIOUR'S AND ST OLAVES**



# Term Dates 2023 – 2024

## Autumn Term

Wednesday 6 September 2023 - Friday 20 October 2023

*Half Term: Monday 23 October 2023 - 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 2024 - 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 2024 - Friday 31 May 2024*

Monday 3 June 2024 - Wednesday 24 July 2024

