



Robert Browning Primary School

Annual Report to
Parents
2023-2024

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



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 2023 – 2024. 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 again 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.

Congratulations to Snowfields for a successful Ofsted in July 2023. It seems like such a long time ago now. We got to show the incredible provision children receive every day. The inspection was a graded inspection and was detailed and rigorous. To achieve outstanding in any area on this new inspection framework is hard and is testament to the dedication and skill of all the staff at Snowfields and across our Federation. I am so pleased that the hard work undertaken by all our staff has been recognised. We are extremely proud of the outcome:

Overall effectiveness Good

The quality of education Good

Behaviour and attitudes Outstanding

Personal development Outstanding

Leadership and management Good

Early years provision Good

"This is a school where pupils are encouraged to be the very best they can be. Pupils are extremely kind to each other. They behave incredibly well in lessons and when moving around the school. Pupils focus well during learning time and are highly motivated."



Congratulations to Tower Bridge who achieved a Gold School Games Mark again this year. They secured some funding to install a Daily Mile running track and a mural in memory of Lisa. The children love it! They were also invited to take part in a commemoration photo for the 130th anniversary of Tower Bridge.



Congratulations to Robert Browning who received a Healthy Schools Bronze Award. This has to be renewed every three years in order to keep our Gold Award. They also took part in the Mini London Marathon again this year and hosted a SEND Festival of Sport for Southwark schools.

In March this year I got to go to Windsor Castle to receive my MBE for Services to Education from HRH Princess Anne. It was a day to remember. Princess Anne asked me about the schools I work in and recognised some of the challenges we are facing. I shared with her how proud I am to work with such an amazing team of people and that every day we make a difference together.



Thank you to all my colleagues for their continued hard work. They always go that extra mile and ensure that the children's experiences at school are memorable, fun and engaging. Children are supported well and encouraged to succeed. We want all our pupils to become independent, resilient, active learners. You can read more about our curriculum and all the other opportunities we offer in this report and on our school website. Thank you to all the parents and carers for your continued support. 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.



A warm welcome to Robert Browning Primary School!



This has been another very busy year at Robert Browning School!

During Black History Month we were delighted that two members of staff were recognised by Southwark for special awards. The 'Saluting our Sisters' awards recognise contributions from Black and Mixed heritage women in Southwark. Maureen Chance won an award for School Leaders and Laurie St Luce won an 'unsung hero' award.



In September we opened our Resource Base for children with Autism. The children work in small groups and are making fantastic progress. A huge thank you to Anna and the Resource Base team for all their hard work!



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 again in April this year. The children really enjoyed taking part in this special event and showed their resilience when completing the run! A huge thank you to the staff and parents who made this happen.

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 Health Week in the Summer.



As always, we 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.

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

Anna Mulhern, Co-Head, Maureen Chance Co-Head



Welcome from the Governors

Welcome to this year's Annual Report, which is a celebration of the past year at the Bridges Federation. We want to spend some time reflecting on all of our children's achievements and the schools' successes over the past year and look ahead 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 another outstanding year, full of learning opportunities. We are so proud of all our children who have achieved so much.

We have had some brilliant events across the Federation, including the Saluting our Sisters awards where staff were nominated across the Federation. Congratulations to Laurie St Luce, Mary Nyamekye, Maureen Chance and Deborah Thorpe who were all nominated for 'Saluting Our Sisters' - honouring the achievements of Black women. We are so proud of them all. A special shout-out too to Chris Ayriss who is retiring in July after working at Tower Bridge since November 1981! Enjoy your retirement!

We also had our annual International Week, Reading and Maths Cafes in classes; our Christmas Shows and Assemblies, and our older children enjoyed another fantastic school journey. Another highlight was our brilliant Key Stage 2 Talent Show which showcased the fact that all our children have unique talents and we are so proud of the special individuals that they are.

We are so grateful to all parents who work hard to support our children, and who participate in our school activities. This year we have been fundraising for the Garden Shed at Snowfields, and at Tower Bridge we were awarded a grant for playground markings for Daily Mile. We have had trips to see Bee Keepers, to Tower Bridge, the Natural History Museum, the Science Museum, the Unicorn Theatre and the Guy Fox Project. Our Uniform swap shops have also proved really popular!

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 to wish each of our Year 6 children the very best of luck in the future. As you start the 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 your time at primary school as a time of fun and happiness. You can achieve anything you want to with a positive mindset and through working hard. Your teachers are so proud of you - 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 we knew last year about Kate's MBE Award but thought we would make sure that everyone has seen the picture and the recognition given of her brilliant and inspiring leadership. We are very lucky to have her!

Jessica Hodgson
Chair of the Governors

Staff of 2023-2024

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	IT Technicians
Matthew Darcy	
Lena Oliveira	Inclusion Officer
Shanaz Rahman	Learning Mentor
Vincent Brown	Learning Mentor
Audrey Aitcheson, Cheryl Ferreria Allan Kobako, Millie Woon Jeff Cheshire, Ines Domingos, Emily Littman,	SEND Teaching Assistants

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

Governing Body 2023-24

Name of Governor

Status

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

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 (Ali McCulloch- 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 2023-24	£2,026,726.51
Total Expenditure 2023-24	£1,820,063.20
Committed money carried forward to next financial year	£206,663.31

We received £129,115.00 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 £17,493.00 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 a voluntary contribution of £5 every year in September to cover the costs of a variety of school educational activities. Further contributions may be asked for depending on the cost of the trips planned. 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 t-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



Our elected School Council participated in meetings where they expressed the opinions of their fellow classmates and offered ideas for school-wide events, such as choosing a planning a fundraising event for their chosen charity, the British Red Cross and collecting for local food banks.

They have kept up their meetings with Trees for Cities in order to see the project through to completion and ensure that pupils continue to be involved and have a voice in how the project progresses.

HEAD GIRL

I am proud to have been Head Girl this year. The School Council have done lots to help the environment by getting the school involved in pen recycling and taking single-use plastic bottles out of packed lunches.



HEAD BOY

It's been great being Head Boy in my last year at Robert Browning. I think the School Council worked really well together.

We are proud of raising money for the British Red Cross and for getting so much food donated to local food banks.



LIBRARIANS

The Librarians have been fantastic advocates for our improved library. They have helped with the updates, taught other pupils how to find what they need and made sure our lovely new books are well-cared for.



SPORTS LEADERS

During Sports Days the leaders supported classes during their events. They have organised and maintained equipment throughout the year and awarded Daily Mile certificates in Celebration Assemblies.



STEM LEADERS

Our STEM Leaders (Science, Maths and Computing) have assisted with assemblies and promoted the half-termly STEM question. They have also been responsible for assessing how children are using enquiry skills in their Science lessons.



CREATIVE ARTS LEADERS

Supporting with Art, DT and Music, the Creative Arts Leaders have been busy keeping our resources in the Music and Art rooms well organised. They also helped with the preparation of the International Week parade.

More Able and Talented

Sports

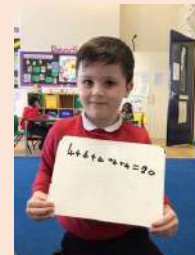
Our aspiring marathon runners took part in the TCS Mini London Marathon on Saturday 20th April. They had a brilliant time and all completed the mile successfully. Thank you to all the parents who came and helped. Our wide range of sporting after school clubs enable children to practice their favourite sports and develop skills. Well done to all the children who have taken part in PESSN events and tournaments over the year.



Creative Arts

As well as taking part in different activities in school, the children have opportunities to work with skilled artists and designers.

For example some children made lanterns for the annual lantern parade, and others took part in a ceramics workshop at the V&A museum.



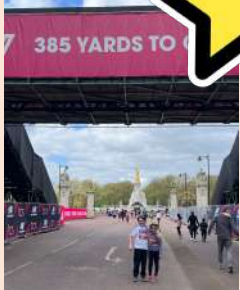
Maths and English

In class children have lots of opportunities to demonstrate their skills and knowledge by taking on challenges and applying their learning across the curriculum.



Musicians

Meet our talented musicians! The children have enjoyed taking part in music lessons in school and performing at different events such as international week and special assemblies.



Performances

Some children attended our Musical Theatre Club and performed for the whole school at the end of term. We were blown away by their talents! Class assemblies provide another opportunity for children to perform for an audience.



Robert Browning's Got Talent!

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



Here is the winner for this academic year!

Questionnaire Feedback

November 2023

Pupils (104 returned)	Yes
Staff are friendly and I can talk to them	94.2%
I enjoy coming to school	86.5%
Lessons are challenging, interesting and fun	95.2%
I am learning and making progress	94.2%
I complete my homework	96.2%
Adults in school help me do as well as they can	95.2%
Adults in school explain to me how to improve my work	89.4%
I feel safe at school	97.1%
I behave well in school	85.6%
I think that behaviour in the school is good	93.3%
I know what to do if someone is unkind to them	87.5%
Adults in school deal with children who are being unkind	94.2%
I know how to stay safe when using the internet	94.2%

Parents (137 returned)	Yes
The office staff are approachable and make me feel welcome	100%
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	100%
My child enjoys coming to school	98.5%
My child is safe at school	100%
I think that behaviour in the school is good	98.5%
My child is learning and making progress	100%
The school helps me to support my child's learning	99.3%
I would recommend this school to another parent	100%

February 2024

Pupils (146 returned)	Yes
Staff are friendly and I can talk to them	97.9%
I enjoy coming to school	84.2%
Lessons are challenging, interesting and fun	89.7%
I am learning and making progress	95.2%
Adults in school help me do as well as they can	96.6%
Adults in school explain to me how to improve my work	96.6%
I feel safe at school	89.2%
I behave well in school	95.3%
I think that behaviour in the school is good	85.8%
I know what to do if someone is unkind to them	91.9%
Adults in school deal with children who are being unkind	87.2%
I know how to stay safe when using the internet	87.8%

Parents (115 returned)	Yes
The office staff are approachable and make me feel welcome	100%
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	100%
My child enjoys coming to school	98.3%
My child is safe at school	100%
I think that behaviour in the school is good	98.3%
My child is learning and making progress	99.1%
The school helps me to support my child's learning	100%
I would recommend this school to another parent	100%


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.

Attendance is discussed and celebrated in weekly assemblies with certificates given for the classes with the best attendance and punctuality that week. 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. This year we have also introduced a half-termly raffle for a hamper, to be entered into the draw families must have excellent attendance and punctuality.

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

No days missed 100% Excellent BEST CHANCE OF SUCCESS!	7 days missed 96% Good OFF TO A FLYING START!	11 days missed 94% Satisfactory LESS CHANCE OF SUCCESS	15 days missed 92% Unsatisfactory HARDER TO MAKE PROGRESS	More than 18 days missed Below 90% Poor Your child is missing out
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	19-20	20-21	21-22	22-23	23-24
Yearly Whole School Attendance:	95.1%	96.1%-	93.5%	94.8%	95.5%

The School Day

Our school 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. Children either complete 'early-work' or attend Sensory Circuits until 9.15am. Our school runs a breakfast club for children from Nursery to Year 6 daily. For more information about this, please contact our school office.

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 1:30 Playtime 1.45 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 our Christmas and Easter/Eid fundraisers and our individual class fundraisers!



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



Thank you to all the parents who have helped their children complete their fantastic homework projects!



We invited parents in to school for workshops and events, these included: maths and reading cafes, sessions with the speech and language therapist and groundwork coffee mornings.



SEND at Robert Browning



We really enjoyed the SEND Bowling trip with the PE and Sports Network in October.



In March we won a trophy for our amazing bowling skills!



May 2024 SEND Festival of Sport at Marlborough Gardens

Delivered in partnership between Bankside Open Spaces Trust and Access Sport, the children took part in six different inclusive sports and activities throughout the day. All activities were run by local community clubs and included beach tennis, football, cricket and boccia. The children enjoyed the day and were very happy with their medals!



We were so proud to host the **SEND Festival of Sport at Robert Browning with PESSN**, we welcomed children from schools across Southwark, including Tower Bridge and Snowsfields. The children had a full day of yoga, seated volleyball, capoeira and sensory circuits.



Gardening for Wellbeing!



Every week, Shanaz and a volunteer gardener from Nursery Row Park take a group of children for gardening club. This club helps us grow in confidence, develops our teamwork and communication skills, all whilst learning about how to care for our environment and adopt healthy lifestyles.

The Inclusion Team 2023-2024

Anna Mulhern-Co-Head and SENCO
Helena Oliveira-Inclusion Officer
Vincent Brown-Learning Mentor and
ELSA

Shanaz Rahman-Learning Mentor
Flore Ramku-ELSA

Angela Patabendige-ELSA
Livia Palotai-Play Therapist

SEND Budget 2023-2024

£223,667.00

Academic Progress

Last academic year (2022-23) 86% of our children with SEND made typical progress in reading, 76 % for maths and 74 % writing. 84% of our children with EHCPs made expected progress in reading, writing and maths.

Number of children
receiving SEN
support across the
school

101/209 (including
children with an EHCP)

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

23

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 (Mental Health and Anxiety Support), The Bloomfield (dyslexia support) and Words First.



What happens in a lego therapy session? This intervention employs the use of three key roles 'Engineer' 'Builder' and 'Supplier' to build a model together using LEGO bricks. This is facilitated by a trained TA and supports children to develop their social communication skills.



Cooking Club

This is an intervention for parents and children. We learn to work with others, develop our communications skills and learn to follow instructions. The best part is that everybody leaves with something delicious to take home!



English at the Bridges Federation

2023 - 2024

Kate Romain, Danielle Jordan and Oliver Tull

Reading

This year, we have placed a huge focus on reading fluency and building a lifelong love for reading. The children continue to enjoy weekly Reading Buddies sessions throughout the year and pupils that read at home are recognised in our weekly Celebration Assembly. We would like to say a huge thank you to all the parents who have attended our Reading Café sessions this academic year.

I enjoy our reading lessons because I like the books that we read and I feel like I get to know the characters and I like predicting what will happen to them and then finding out if I'm right. We read lots of interesting books, some that link to our topics and this helps bring what we are learning to life.

In our writing lessons, it is great that we get to work with lots of new books that we have never read before and we can write about the new things we learn. Our lessons focus on skills, like using dialogue to show character and using punctuation so that our writing is understood by the reader.

In the school library we have a great choice of books and it is a great place to relax because it is calm and quiet. There are lots of different genres and there is a display where children get to recommend books that they have enjoyed. This can help us choose a book if we need help.

My handwriting has improved this year because we have spent time practising letter formation. We have talked a lot about keeping our handwriting consistent and making sure our ascenders and descenders are correctly positioned.

Libraries for Primaries

Robert Browning were lucky to be a part of the Literacy Trust's Libraries for Primaries campaign this year. We were able to give our tired, little library a complete makeover with new furniture, displays and a huge selection of beautiful new books. We also received a very generous donation of books from AbcBooks. Our pupils are now enjoying visiting and spending time in the library.

World Book Day

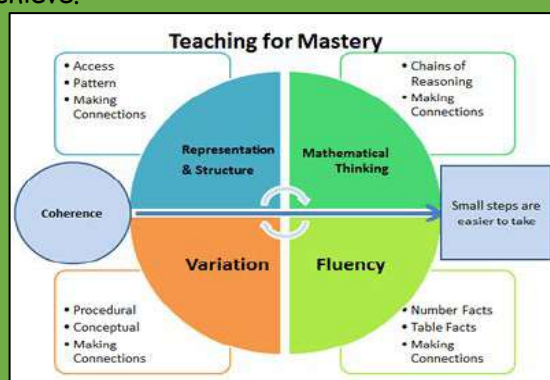
In all three schools, it was wonderful to see the amazing effort that went into making costumes and the brilliant variety which was so reflective of our children's varied reading tastes.

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.



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.

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.



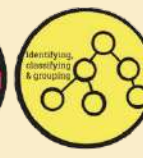
Thank you to all the parents who attended our maths café this year to help support your children.



By Melissa, Tom and Katie



By Adam Finch,
Heidi Anderson,
Laura
Neueglise



STEM Leaders

Our STEM Leaders have taken part in online ambassador meetings this year as well as visiting the recycling centre.

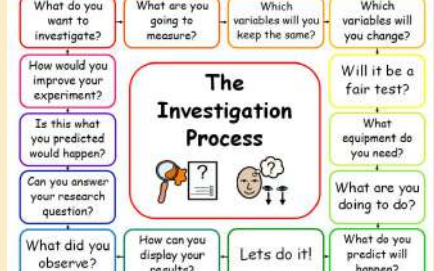


Local/National Issue:
This year we have been learning about reusing and recycling plastics.

Our Science curriculum has been designed so that children are encouraged to use knowledge and skills to find out for themselves through the investigation process.



Children have been challenged to find out for themselves through our STEM questions each half term.



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 Snowfields, Year 2 and Year 4 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 colour, texture, recycling and telling stories.





COMPUTING

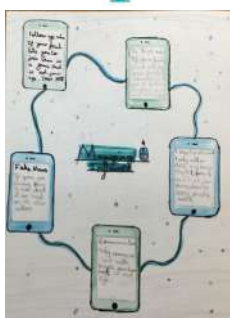
At the Bridges

Natalie O'Donnell, Rosa Castillo, Zohra Benotmane



Our Computing curriculum equips children with essential digital skills and a solid understanding of technology, preparing them for future challenges in a digital world. They learn to use computers and software safely and effectively, understand and apply logical problem-solving strategies through coding, and create digital projects like animations and games. By integrating these skills into everyday learning and ensuring safety online, we aim to foster not only technical proficiency but also creativity and responsible digital citizenship.

On Safer Internet Day, our STEM Leaders successfully led a whole school assembly. The theme this year was 'Inspiring Changes'. The children explored the exciting world of artificial intelligence (AI) and the influence the Internet can have on children and young people.



Our Stem 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.



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 focus 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 as well as having Forest School sessions in the garden.

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.



French at the Bridges Federation 2023 - 2024

This year we immersed ourselves in the beauty of the French language and culture all year round! Our French lessons offered a dynamic and enriching experience. From learning new songs and playing exciting games to enhance our speaking and listening skills. We also continued to use ICT tools for cross-curricular activities.

In addition, this year we have increased our focus in more writing activities to help us improve our spelling. Each term, we explored some French festivals and celebrations. We learnt some traditional French cuisine, their traditions, and expanded our vocabulary with each new festivity.

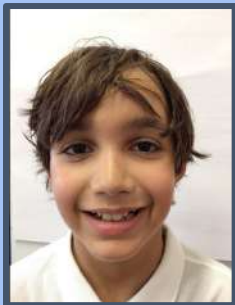
This year every week was an opportunity to embrace the French way of life. Venez apprendre et célébrer avec nous! (Come learn and celebrate with us!)



In year 3, we learned about different ways to get to France; we looked at different types of food; we learned about the countries that speak French-Senegal, Switzerland, France, Canada, Belgium and Algeria. We also looked at different landmarks like the Eiffel Tower and castles.



In year 5, the children learned to name places in the locality. Qu'est ce qu'il y a à Paris? What can you find in Paris? A Paris il y a une piscine, une école et un magasin.



Year 5 students composed a detailed paragraph introducing themselves, discussing their meals from the day before, listing the musical instruments they prefer, and talking about where they live.



Year 4 enjoyed playing a popular game called "Jacques a dit" (Simon says) and had a lot of fun.

Each year group is represented by French ambassadors, carefully chosen for their positive attitudes and dedicated efforts. These individuals serve as exemplary figures in French lessons, offering support to their peers and assisting those who may find learning a language a bit difficult.



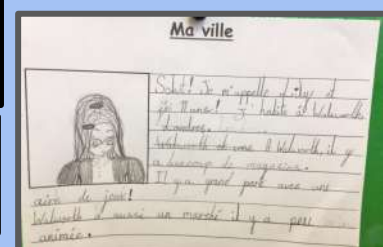
In year 6, the children learned to describe their town in the past tense.

In year three, the children learned the days of the week in French, learning a song and playing games. To remember the days, the children made actions for each day. They finished with a reading and writing activity where they had to work in pairs.



Year 6 students wrote a brief paragraph introducing themselves and talking about their town in French.

At the end of every half term, the children were tasked with discussing what they had learned in French.





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 continue to develop 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 'Carnival' inspired by the Notting Hill Carnival and Claudia Jones. Children explored Caribbean countries and Carnival routes! They also linked to their prior learning about the Empire Windrush.

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 'Carnival' inspired by the Black History Month theme- 'Saluting our Sisters' and in particular the work that Claudia Jones did in setting up the Notting Hill Carnival. Children explored the roots of carnivals around the world, and the history of the Carnival in the Caribbean. They also made links to their previous learning about the Empire Windrush.

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, Roman Britain, the Ancient Maya, Viking Britain, 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.

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.



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 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.

Reception and Years 2, 3, 4, 5
and 6 Bikeability

Children have had a chance to practice or learn some cycling skills and ensure their safety.



Peddle My Wheels

We had the opportunity to donate and buy bikes at a much more competitive price than in shops.



Competitions and Workshops with the LPESSN



Cricket with 'Chance To Shine'

All year groups have taken advantage of cricket coaching.



Sports Day

All year groups across all three schools participated in sports day events



After School Clubs

We had a fantastic multi-skill after-school club at Snowsfields in the Autumn Term with Sport Inspired.



Girls' Football

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

PSHE+R

Pedestrian Training

Year 3 had a workshop learning about different ways to be safe near and on roads then a practical session to put it into practice.



Teddy Bear Hospital

Early years 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. Our learning continued into the classroom.



Met Police

We discussed the dangers around us and about being observant of our surroundings when out and about.

The specialists from Groundwork have provided sessions for each year group focussing on managing strong emotions and emotional resilience.



London Fire Brigade

Year 2 and Year 5 learnt how to stay safe in different environments.



Safer Internet Day

We discussed the influence the Internet might have on young people's behaviour and emotions.



The nursery enjoyed investigating the things the police carry around.



Children enjoy trips to places of worship



What is special to me and the people in my community?



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, World views, Beliefs and Practices. 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.



How important are the similarities and differences between Religions?



What does it mean to belong?



Can stories change people?



How do beliefs influence actions?

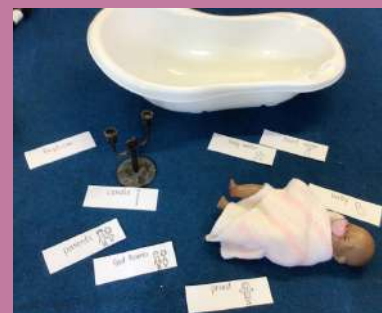


How are symbols and sayings important in Religions?

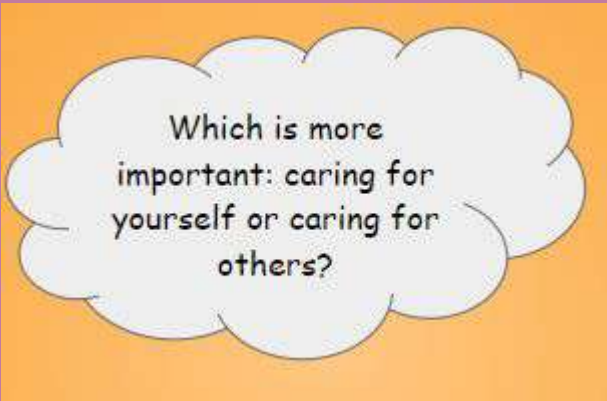
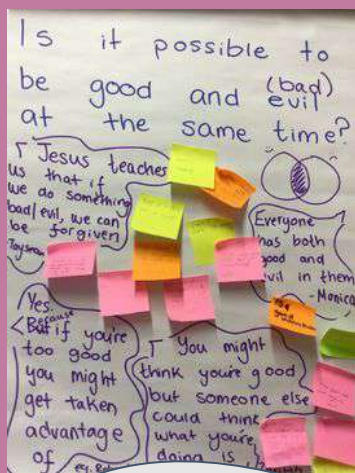


EYFS

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



I think caring for yourself is more important because if I am hungry then I might get grumpy and then I can't care for others - Teala

I think it's more important to care for others because if they are sad you should help them - Kyrach

Philosophy for Children

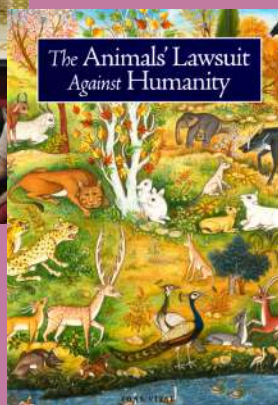
Philosophy for Children (P4C) was devised for 6-16 year olds by Professor Matthew Lipman and has been developed over 35 years. Research shows how using P4C regularly with children improves behaviour, motivation and learning. It helps children develop their social, emotional and cognitive skills.

P4C is used within The Bridges Federation to challenge pupils and staff to think and question more deeply. It allows children to discuss creatively and openly about their thoughts and feelings within a safe community of enquiry. Across the Federation teachers have been trained in level 1 and level 2 P4C by Sapere, the Society for the Advancement of Philosophical Enquiry and Reflection in Education.

A community of enquiry is established when the children are given a stimulus to consider. From this, themes and ideas are discussed and philosophical questions are created. Children then vote and decide which question they would like to investigate further through a facilitated discussion. Children are encouraged to listen, consider and reflect on the enquiry.

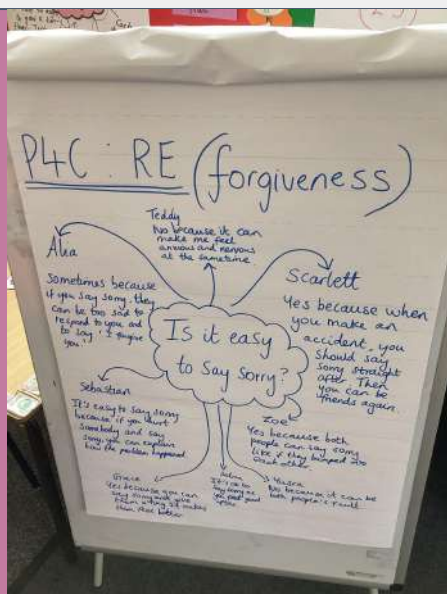
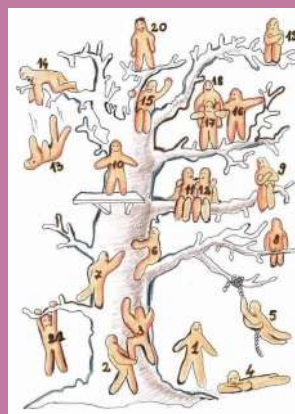


Year 2 lesson, based on the theme of forgiveness, using the story 'Was it You Blue Kangaroo?'



Year 5 lesson: Are humans superior to all other animals?

They had to say which character from the Blob Tree best represented them during the discussion.



Reception were using 'Farmer Duck' as their stimulus. They were thinking about what it means to be lazy or hard working, and which they would rather be!

Rainbow Class 2023 – 2024



Our first year in Rainbow Class has been filled with fun and lots of learning. This year our topics included, All About Me, Heroes & Heroines and Saving Planet Earth



We love PE and have learnt so many new skills.

We had so much fun at the KS1 & Rainbow Class disco!



Thank you to all our parents for attending Maths and Reading Cafes



Some of us took part in the KS1 winter show. It was so much fun.



In music we learnt to clap the beats in our names and explored the sounds different instruments make

In cooking we learnt new recipes, skills and vocabulary such as mixing, rolling, cutting, pouring

Robert Browning Nursery 2023-2024



From the beginning to the end of the year nursery welcome different visitors to enhance our experiences and our learning. From the police and Kings College Hospital students (Teddy Bear Hospital) to our school community members.



Going out of school on trips is invaluable to our nursery children. With the support of parents/carers we have visited the Unicorn Theatre, local gardens and Sydenham Woods.



We have PE sessions each week which support physical and social development.

We keep some Robert Browning traditions going with a yearly egg-drop!

We strive to incorporate children's personal interests alongside planned activities.

Reception Butterfly Class 2023-2024



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

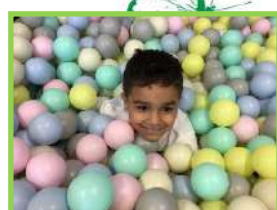
We love to bake and cook in Reception Class. We have made lots of different things this year including cupcakes, biscuits, noodles, porridge, sandwiches, fruit salad, lemonade and pancakes.

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 dance.

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.



RED CLASS



It was superhero day! We got to save the school from the baddies!



We made clay pumpkins and painted them in the style of Yayoi Kusama for Art. We were so proud of them!



Thank you for coming to watch our class assembly! We enjoyed performing 'Send for a Superhero!'



We went to the park to notice the change in the seasons.



We visited Old Kent Road Fire Station to learn about our local heroes.



We went on a virtual safari tour in Kenya. We then created messy maps labelling the key features!



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



We love PE!

2023-2024

Orange Class 2023-2024



This year we have loved learning about **London, Explorers** and **The Natural World**. We were lucky enough to go on exciting trips to The Tower of London and The National Maritime Museum.



We had a disco as our class fundraiser!



Amazing artworks inspired by Sonia Boyce and Marianne North.



We performed in our show, *A Letter to Father Christmas* and in our class assembly. We loved singing 'The Magic Travel Machine'!



In Geography we went for a walk and then made messy maps of our local area.



We loved dance with Chantal and learnt a routine all about London landmarks!



We observed snails in the classroom and designed a temporary habitat that would give them everything they needed.



Carnival time!

Yellow Class 2023/24



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 art. Evident from our persuasive writing and debates, some pupils wanted to go back in time, others were content with modern technology! In DT, we also built our own Stone Age structures using natural materials and evaluated their durability.



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 based our class performance on Ancient Egypt and even did a live mummification! We took turns minding and writing diary entries from the perspective of our class mascot, Bastia the Bastet, all about her adventures!



In Science, we applied our knowledge of repelling and attractive forces between magnets to design and evaluate our own games!



In computing, we learnt about coding and participated in a workshop in the London Transport Museum where we applied our knowledge to control trains. Lots of us want to be engineers now!



We had a fantastic trip to London Zoo where we experienced a microcosm of a rainforest. We asked excellent questions to the experts working in the Zoo.



In the summer term, we learned about the flora and fauna of rainforests and the effect of deforestation. We enjoyed using role play and practical activities to help us learn.



We celebrated international day by dressing up in our countries traditional clothing and eating food from cuisines around the world.



We attended a Y3 football tournament with SNS and TB! We focussed on teamwork and good sportsmanship.



We went to the Polka Theatre to experience a live performance of The Colour of Dinosaurs. It talked about fossils, genetics and neurodiversity.

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



One of our favourite subjects is P.E.



2023 - 2024



We went on a fantastic trip to the Southwark cathedral where we learnt about different religions in our community and made candle holders



We had great fun celebrating world book day, everybody's costumes were amazing!

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During the year we went on a Roman tour of London. We got to visit the temple of Mithras.



During international week we made masks and learnt more about carnival.

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We loved working with our reading buddies in year 1 this year!



We built wind cities in our STEAM workshop with the year 6's.



A big thank you to all the parents that joined for the maths and reading cafes.

Blue Class

23-24



We created lanterns and then went on a lantern parade around London Bridge singing Christmas songs.



We created amazing pizzas at Pizza Express.



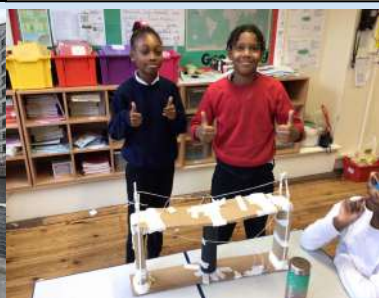
We had cycle training on the roads around school.



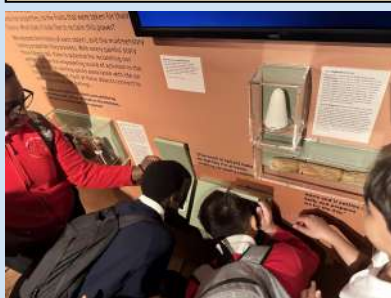
Thank you to all the parents that came to the maths and reading café and support us with our learning.



We went to the British Museum to learn more about our topic of 'Anglo Saxons and the Vikings'.



To help us make our bridges in DT, we went to look at different types of bridges to help us plan the best one. We then used this to create amazing bridge prototypes. We had to work out if it was strong enough.



We went to The Museum of London, Docklands to learn more information for our topics, 'Trade and Travel' and 'The Victorians'. We loved how interactive it was- especially the smell of different spices.



Thank you to everyone who came to watch our class assembly based on the book, 'The Island'.



We made lots of amazing homework projects this year linked to our topics we were learning.



Purple Class

2023 - 2024



This year has been an incredible journey for Purple Class.



We played games that tested our arithmetic skills during Maths Cafe.

In the autumn, we studied World War Two so we visited the Imperial War Museum where we saw historical artefacts and gained a deeper understanding of the war.



We joined a live lesson with lots of other schools on World Book Day.



On Safer Internet Day, we took part in an online coding workshop.



Some of us got the exciting opportunity to go ice skating!



We showed tremendous resilience when we participated in the Mini Marathon.



We had the opportunity to take part in cycle training and travel bus training, learning valuable skills for safe and responsible travel.



In the summer, we visited the V&A Museum and took part in a clay workshop.

Goodbye and Good Luck Year 6!

Class of 2024!

Gabriel	James	Nasir	Raied
Rahi	Anthony (Tony)	Deborah	Austin
Ilayda	Simon	Mason	Anam
Lily	Raphael	Meshach	George
Shem	Mohammed	Gray	Amaya
Le'Rico	Michael	Chase	Jayden
Elizabeth	Abdelrahman	Ahmet	Raesharn

Secondary School Destinations:

Ark Globe	South Bank University Academy
Ark Walworth	Haberdasher Aske's Borough
Ark All Saints Academy	St Saviour's and St Olave's School
Harris Academy Bermondsey	St Gabriel's Academy
Harris Girls' Academy East Dulwich	St Benedict's Catholic School
Lilian Baylis Technology School	The Charter School Bermondsey



Term Dates 2024 – 2025

Autumn term

- Tuesday 3 September - Friday 25 October 2024
- *Half Term: Monday 28 October - Friday 1 November 2024*
- Wednesday 6 November - Friday 20 December 2024

Spring term

- Monday 6 January - Friday 14 February 2025
- *Half Term: Monday 17 February - Friday 21 February 2025*
- Monday 24 February – Thursday 4 April 2025

Summer term

- Thursday 24 April - Friday 23 May 2025
- *Half Term: Monday 26 May - Friday 30 May 2025*
- Monday 2 June - Tuesday 22 July 2025

