



Snowsfields 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**





Message from Jessica Hodgson Chair of 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!





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.



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



@PrimaryRobert @SNSPrimary @TBPrimary
Find us at: www.thebridgesfederation.org.uk

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

Tina Hayden	HR & Finance Administrator
Sarah Millar	Pupil Administrator
Delroy Porter	Premises Manager
Simon Bartlett	IT Technician
Matthew Darcy	IT Technician
Katie Stejskal	Inclusion Officer
Deborah Thorpe	Learning Mentor
Lisa Pitter	Learning Mentor
Tina McHugh	Meal Supervisor

Class Name	Year Group	Class Teacher	Teaching Assistant
Caterpillar	Nursery	Clair Parry	Chandni Patel (Nursery Nurse)
Butterfly	Reception	Catherine Kouassi	Nicola Scottow (Nursery Nurse)
Red	Year 1	Camilla Roche	Donna Tickett
Orange	Year 2	Kate Wilkinson	Souad Siab
Yellow	Year 3	Katie Curran	Ana Pardo
Green	Year 4	Melissa Hayward	Valbona Uruci
Blue	Year 5	Oliver Tull	Priti Vyas
Purple	Year 6	Adam Finch	Simone Johnson
Rainbow	Resource Base	Nicola Clark	Maria Millar, Eugene Dixon, Christine Thorne, Montel Agyemang, Terrique Hall-Anderson, Emily Littman, Stephanie Tomlinson,

Governing Body 2022-2023

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

Chair of the Governing Body

Jessica Hodgson
C/O Snowsfields Primary School
Kirby Grove
London
SE1 3TD

Tel: 0207 525 9065

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 McCulloh - 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 it 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 Snowsfields 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	£ 2,170,956.91
Total Expenditure 2023-24	£ 2,044,817.09
Committed money carried forward to next financial year	£ 126,139.82

We received in **£111,484.00** Pupil Premium which is used to support children entitled to Free School Meals. We also received **£17,500.00** Sports Premium funding. For further details please see our website. The Sports Premium must be used to fund additional and sustainable improvements to the provision of PE and sports, 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 sports 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 sports
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

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

Charging Policy

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



Governors' Statement Curriculum

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 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 Snowsfields:

- 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 Snowsfields I will:

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.



Snowsfields Primary School

Values

At Snowsfields we learn and succeed together

Supporting children to succeed

Nurturing

Outstanding learning

Working together

Striving to improve

Fun and friendly

Inclusive and inspirational

Empowering everyone

Love of learning

Determined to achieve

Sharing ideas, skills and knowledge





Snowsfields Pupil Review Meetings – Spring 24

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

Parent questionnaires (126 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	99.2%
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	100%
My child is safe at school	100%
I think that behaviour in the school is good	99.2%
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 (138 returned)

Question	Yes
Staff are friendly and can talk to them	97.8%
Enjoy coming to school	96.4%
Lessons are challenging, interesting and fun	96.4%
I am learning and making progress	97.8%
Adults in school help me do as well as they can	97.8%
Adults in school explain to me how to improve my work	97.1%
I feel safe at school	96.4%
I behave well in school	97.8%
I think that behaviour in the school is good	94.9%
I know what to do if someone is unkind to them	96.4%
Adults in school deal with children who are being unkind	96.4%
I know how to stay safe when using the internet	99.3%

Attendance and Punctuality

Snowsfields whole school attendance is improving. In the autumn term whole school attendance was 94.22%, (slightly below National which was 94.7%) in the spring term it was 94.3% which was inline with national and for the year 94.8% which is an improvement from last year. (94%). Snowsfields persistent absence (children whose attendance is below 90%) is at 16.2% which is an improving picture, there has been a significant improvement in reducing the persistent absence of pupil premium children and children with an EHCP.

Children earn points for their class towards a termly medal for good attendance and punctuality. Year 6 and Year 2 have been winners this year, it is especially exciting to see a KS1 win! Each half term children 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. Children are very determined to earn a wristband. A half termly attendance hamper raffle was introduced in the spring term for children whose attendance is 98% or more for the half term, this has proved very popular.

If the school has any concerns about a child's attendance or lateness the Education Inclusion Team or Family Early Help Service may be contacted. This would usually be linked to your child's attendance being below 90% which is called persistent absence. The school does not authorise any term time absence for holidays and parents may incur a penalty notice (fine) if time off is taken. Any long term absence could result in your child losing their place. Good attendance is so important and links strongly to the progress children make in school. This continues to be one of the school's priorities.

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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Year	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Attendance	95.5%	94.9%	95.1%	95.09 % (From 8/3/2021)	92.55%	94%	94.8%
Lates	3.6% (after 9am)	3.3% (after 9am)	3.1% (after 9am)		2.81% (after 9am)	1.98% (after 9am)	1.96% (after 9am)

The School Day

Nursery 9.00-3.30pm (Mon, Tues, Wed)		Reception 9.00-3.30pm (Monday-Friday)	
<u>Mainstream KS1</u>		<u>Mainstream KS2</u>	
9.00am	Registration	9.00am	Registration
9.15am	Lesson 1: Maths	9.15am	Lesson 1: Maths
10.15am	Break	10.30am	Break
10.30am	Lesson 2: English	10.45am	Lesson 2: English
11.30am	Lunchtime	11.45am	Lesson 3: Reading
12.30	Lesson 3: Phonics	12.30pm	Lunchtime
1.00pm	Lesson 4: Reading	1.30pm	Lesson 4: Curriculum
1.30pm	Break	3.00pm	Assembly
1.45pm	Lesson 5: Topic	3.30pm	KS2 children collected from playground
3.00pm	Assembly		
3.30pm	KS1 children collected from playground		
Topic includes: History, Geography, Art, Design Technology/ Science/Computing/Music/PE/RE/P4C Phonics scheme used is Little Wandle (RML is also used in KS2 and Rainbow)			

Snowsfields runs a breakfast club for children for Nursery to year 6 from 8am daily. The school also hosts an after school club from 3.30pm until 6pm. This service is currently provided by The Bridges Federation Staff. Please contact the school office directly if you would like to apply for a place at after school club.



School Leaders

School Councillors

The school councillors at Snowsfields, elected by their peers, empower children to voice their ideas and concerns whilst promoting a sense of responsibility and leadership. They have been busy this year representing the interests of their classmates in meetings, helping to organise school events and praising children with Tell a Good Tales and Shout outs in our weekly certificate assembly. The councillors helped plan and deliver World Book Day as well as an *amazing* fundraising event that raised over £400 for their carefully chosen charity: UNICEF.



"It's fun and you get to help people learn new sports. It's good to show people new sports that they haven't tried before. It also shows that not just boys can be sports leaders."



Sports Leaders

The Sports Leaders have been busy bringing positivity and enthusiasm to PE lessons and Sports events this year. They helped support the youngest children in EYFS on their Sports Day by setting up the races and encouraging them to try their best. On Sports Day, they assisted Key Stage 1 and Key Stage 2 classes, ensuring the day ran smoothly. They have also spent time tidying and organising the PE shed, and looking after all new equipment. In Certificate Assembly each week, they praise children across the school for demonstrating Sports values like teamwork and determination.

STEM Leaders

This year has been quite busy for the STEM (Science, Technology, Engineering and Mathematics) Leaders. They delivered a fantastic assembly for our Safer Internet Day and spoke confidently on how to 'manage influence and navigate change online'. In January, they attended the BETT UK exhibition and came back with many ideas and suggestions on how to improve our computing provision. Thanks to their support, the children in the younger classes are now able to independently login on learning platforms such as Mathletics and Reading Eggs. In Certificate Assembly each week, they praise children across the school for demonstrating great work in Science, Maths, Computing and DT lessons.



Creative Arts Leaders

This new leadership role has helped to bring subjects like Art, Music and Drama to the forefront. The creative arts leaders have helped to inspire and motivate children in class during speciality weeks like International Week and Christmas week, which saw the choir deliver a beautiful performance at multiple places across London. They have also taken part and encouraged others at various after school clubs such as Drawing Club and French Drama! In Certificate Assembly each week, they praise children across the school for demonstrating creativity in Art, Music and Drama lessons.



COMMUNITY AND PARTNERSHIP

TEAM
LONDON
BRIDGE

UNICORN
THE UK'S THEATRE FOR YOUNG AUDIENCES



Our pupils have continued to benefit from fantastic community and partnership links which enhance and enrich their learning experience.



**BOROUGH
MARKET**



These are some of the fantastic community events that took place this year: STEM Club and art project organised by Mace, trips and workshops at the Unicorn Theatre, visits to the Richmond Pharmacology laboratories, the Annual Lantern Parade and numerous sports clubs at the Marlborough Sports Centre.

DRAWING ROOM



**BANKSIDE
OPEN SPACES
TRUST**

mace

RICHMOND
Pharmacology



We would like to extend our heartfelt thanks to our parents for your unwavering support. Your contributions have not only enhanced the learning experiences for our children, but have also helped to foster a vibrant and inclusive school community. Thanks to your generosity, we were able to replace the garden shed and upgrade many of our garden tools!



MORE ABLE AND TALENTED!



At Snowfields we are dedicated to providing an environment where every child can discover and develop their unique talents.

Our inclusive approach ensures that all students, regardless of their starting point, are given opportunities to explore their interests, develop their skills, and achieve their best.



Children are offered a rich array of creative experiences, including opportunities to participate in performances that boost their confidence and showcase their talents.



We take immense pride in all our children and their diverse achievements. Whether excelling in academics, showcasing creativity in the arts, demonstrating sportsmanship on the field, or showing leadership, our students consistently impress us with their resilience and enthusiasm.



INCLUSION

Jo Cranmer

Neurodiversity



Many of our young people have a neurodiverse diagnosis or may inwardly feel different to their peers and they don't know why or how to voice this. To support and develop our whole school understanding we spent time learning about different famous people who are neurodivergent, their strengths and how it made them the incredible people they are today. We learnt about ourselves, Greta Thunberg, Simone Biles, Michael Jordan, Billie Eilish, Greta Gerwig, Satoshi Tajiri and Magic Johnson. We wore our favourite socks to symbolise that we were learning about neurodiversity.



Integration

Children in Rainbow class enjoy spending time in the resource base and their colour year group class. Children enjoy a wide range of learning opportunities including: swimming, PE, cycle training, music, drumming, forest school and sports workshops.



Early Words Together

Our two Nursery Nurses, Chandni Patel and Nicola Scottow, have trained to run the Early Words Together programme working with the parents of our early year's children. The aim of the programme is to support the communication, language and early literacy through fun and engaging activities, including songs, stories, role play, local area walks, visiting John Harvard library and celebrating with a party!



Emotional Regulation and Mental health

We continue to support the children's emotional wellbeing and mental health. The Nest have worked with children from year 1 to year 6 focusing on 'self-care'. What self-care do you do to support your mental health and wellbeing?

We are also using the zones of regulation to support the children's understanding of their emotions and how to regulate these. The zones are displayed in every classroom, we talk about them in assembly and they are also used by our learning mentors. Teaching about the zones happens when the children are happy (in the **green** zone), so that they can then identify when they are angry (in the **red** zone) and use strategies that they have learnt to help them calm e.g. finger breathing, mindful colouring, bouncing a ball.



Learning Mentors Our learning mentors, Debbie Thorpe and Lisa Pitter, support the learning, mental health and emotional wellbeing of the children across Snowfields. These groups include a group for children who have siblings with additional needs so that they can understand their sibling more and share their own experiences. The ELSA (Emotional Literacy Support Assistant) programme continues to be run to support children on a 1:1 basis to have time to talk and develop strategies to support their own emotional wellbeing.

The Snowfields 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 31 pupils supported at SEN Support and an 22 children have an EHCP (Education Health and Care Plan), 13 of the EHCPs support children with a resource base place. This means 11% of the school roll have an EHCP which is significantly above the 4.8% of pupils who have an EHCP in England. Six EHCP applications have been made this year, two have been finalised, two are EHCP needs assessment and two we are awaiting the outcome.

The SEND Budget 23-24 was **£252,997.62**

Academic Progress 2023-2024 Progress of children within the resource base is good 91% of children made expected progress in maths, speaking and listening and PSHE. 82% in reading and 64% in writing.

Progress of children with EHCPs is good 6/6 children made expected progress in reading, writing and maths. Progress of children at SEN Support is good 95% of children made expected progress in reading, 86% in maths and 72% in writing.

Training and Development Our staff are extremely skilled at supporting children with SEND. In the last year they have been able to access a range of training both online and face to face provided by specialist services. This includes Groundwork, who ran training on trauma informed practice, the Literacy Trust running Early Words Together training and Bridges Federation staff leading training on Emotional Coaching.

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.

Writing

This year we have focused on following the Federation's handwriting policy. Classes have had regular handwriting lessons and the progress children have made is fantastic. Pen Licenses are regularly awarded in assembly to celebrate the effort our pupils are making.

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.

It is so fun celebrating World Book Day! We get to dress up as our favourite character and it is nice trying to guess who everyone has come as. The assembly was good because we could see all the children in other classes and the winners got a prize.

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

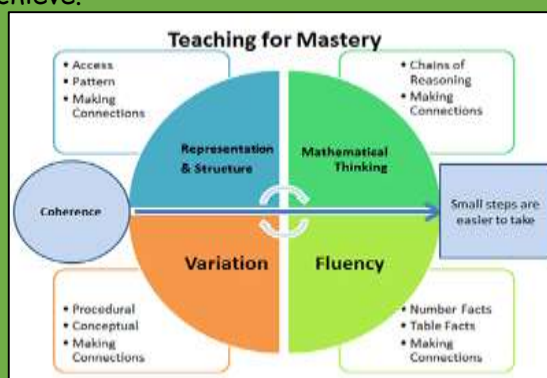


At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with the unique and powerful set of tools to understand and change 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.

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



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.



By Melissa, Tom and Katie



Adam Finch
Heidi Anderson
Laura Neuveglise



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.



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 and dips.



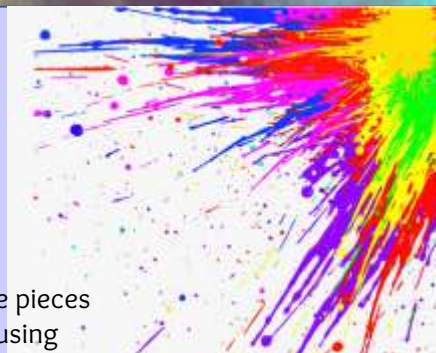
Art

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 textile artists such as M.C. Escher, Althea McNish and Orla Kiely, painting their own tessellations onto fabric bags. 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.



Rose Grosvenor, Clair Parry and Andrina Phillips

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 enhancing 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 on 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!)

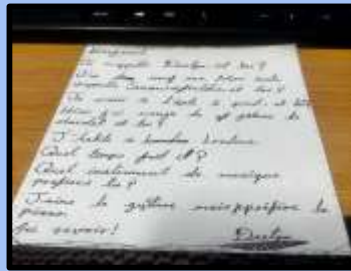


In Year 3, we learned about different ways to get to France; we looked at different types of food; we learned about the countries that speak French-Senegal, Switzerland, France, Canada, Belgium and Algeria. We also looked at different landmarks like the Eiffel Tower and castles.



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

Year 5 students also 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.



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.

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



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

In Year 3, 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.



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.





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.



Year1

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.



Year2

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.

Laurel and Antonio from Southwark Music Service teach music to children across the Federation.



Year3

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!



Year4

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.



Year5

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.



Year6

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?

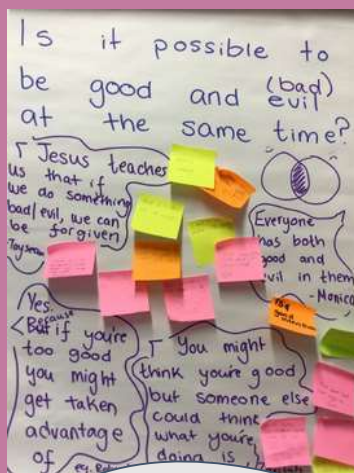


EYFS

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



Which is more important: caring for yourself or caring for others?

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 - Kyrrah

Philosophy for Children

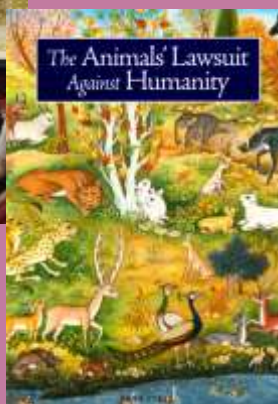
Philosophy for Children (P4C) was devised for 6-16 year olds by Professor Matthew Lipman and has been developed over 35 years. Research shows how using P4C regularly with children improves behaviour, motivation and learning. It helps children develop their social, emotional and cognitive skills.

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.

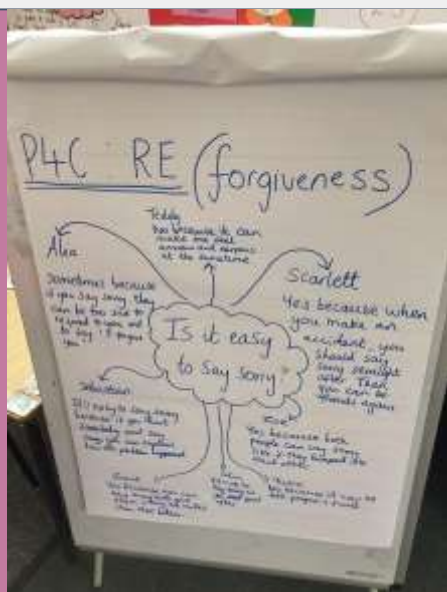


Year 2 lesson, based on the theme of forgiveness, using the story 'Was it You Blue Kangaroo?'



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

Row 1 & 2 Forest school, Unicorn theatre workshops. Row 3, Rainbow learning through sensory resources. Row 4. Bee workshop, P.E., Art (Claude Monet) & Balance Bike workshop.



EYFS 2023-2024

We've had a blast diving into various topics that caught our interest, from people who help us, to food and celebrations, homes and building, in the garden, around the world, and monster Mayhem. It's been a journey of learning cool facts and having fun along the way!

This year, we've been all about numbers with Numberblocks. From fun activities to real-life examples, we've been making math easy and enjoyable!

In science class, we rolled up our sleeves for experiments and a dash of cooking to understand how ingredients transform. Exploring the wonders of seasons, colours, and materials, our learning journey has been a mix of hands-on discovery and delightful insights.

This year brought exciting experiences to our learning journey. Paul the policeman paid us a visit, sharing insights into his job, while the Teddy Bear Hospital emphasized the importance of staying healthy in a fun and informative way. We went on a magical Christmas trip to the Unicorn Theatre, and we explored our local surroundings through memorable trips.

Every week our parents and carers had the opportunity to come into Butterfly and Caterpillar class, and be involved in our learning and taking part in lots of activities



This year, we had a blast being creative—making mistakes, trying new things, and thinking critically. We found out that 'art' is different for everyone, and that's what makes it so special!



Red Class 2023-2024



We enjoyed our trip to the Turn it Up music exhibition at the Science Museum.



We performed our amazing Christmas play, Santa's on Strike!



We took part in an exciting Bee workshop in the garden, planting flowers to attract more bees.



We had a brilliant time at Dockhead Fire Station, we were even allowed to spray the giant hose! We learnt a lot about what these everyday heroes do to keep us safe.



In Summer Term, we had weekly Dance lessons with Chantal. We loved these and our routine looked great by the end!



We dressed up as our favourite book characters for World Book Day.



We have been to see Three Billy Goats Gruff and The Princess and the Pea at the Unicorn Theatre.



We took part in a fantastic drama workshop with Phileas Jones.



We went on a local walk to familiarise ourselves with the local area.

Orange Class 2023-2024



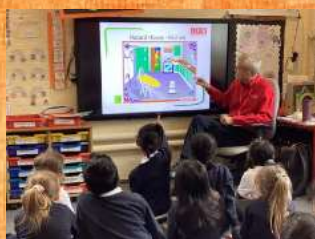
We read in the garden, classroom and the hall with our special reading buddies in Year 5.



We visited Unicorn Theatre and watched the play called Ready, Steady, Lift Off!



As part of our Science topic on plants, we used plastic bags to grow broad beans. We then took the seedling home and planted it.



We had a visit from The London Fire Brigade who taught us how to stay safe at home.



We enjoyed the Christmas party! We had a tea party in the afternoon.



In the Autumn Term we explored The Tower Of London. It was a great day out and we learnt more about The Great Fire of London.



To celebrate World Book Day, we dressed up as our favourite characters.



Our PSHE lessons and workshops have taught us about how to stay safe on the roads. We travelled all across London on the bus, train and by walking.



We visited the National Maritime Museum in Greenwich and learnt about different explorers.

Yellow Class 2023-2024



We helped paint the
hoarding at London
Bridge



We learnt some great dance moves



We learnt about
coding at the London
Transport Museum



We painted self
portraits in the style of
Frida Kahlo



We made fruit salad and popcorn for
our fundraiser



We helped make our
garden beautiful



We celebrated World Book Day and
dressed up as our favourite book
characters.



We mummified
tomatoes in History



We visited The
British Museum and
learnt all about the
Ancient Egyptians



We visited London zoo and learnt
about all the animals that live in the
rainforest

Green Class 2023-2024

We love the Unicorn Theatre! Not only did we get to watch *'The Tempest'* at the theatre this year, but we also took part in a six week Drama project where we put forward our ideas for an upcoming production based on the book *'Odd and the Frost Giants'*. We even got to learn about set design which was a lot of fun!



In the Autumn Term, we visited *The London Mithraeum* to see the ruins of a Roman temple in the heart of London. The ruins were discovered in 1954, under the rubble of post-war London.



In the Spring Term we proudly presented our Class Assembly which was all about the Ancient Maya. It was a thrill to be able to perform live on stage for our parents and school community. We had lots of fun dressing up just like the Ancient Maya with feathered headdresses and stone jewellery.



We took part in a six week Art project with Drawing Room in the Summer Term. It was led by Dunya Kalantry, an artist, writer, play worker and educator. We explored a range of printing techniques and used different mediums to create art symbolising belonging.



We were so excited to finally be the 'big' buddies this year – we love reading with our reading buddy class! We have developed special bonds with our little friends in Red Class, helping them use their phonics to decode words and improve their reading aloud skills.



In the Summer Term we visited the *Natural History Museum* to learn more about Earthquakes and Volcanoes. Our topic 'Wild Weather' included learning about extreme weather and natural disasters. We learnt about how tsunamis are created and also watched a fun and interesting live show all about earthquakes and volcanoes.

Blue Class 2023-2024

We had great fun taking part in hockey tournaments. The class showed great sportsmanship throughout by supporting each other, and were a credit to Snowfields.



We went on lots of trips to see more of the wonderful history around us, from the British Museum as part of our *Vikings and Anglo-Saxons* topic to local historic buildings that linked to our *Victorians* topic.

We had great fun learning about how to repair bikes, and about the wider benefits of cycling.



We had great fun making lanterns to take with us on the lantern parade. We were joined on the day by the children from Tower Bridge and Robert Browning, with the combined lanterns looking fantastic together in the evening light!



There were lots of opportunities to show our creative sides over the course of the year. In the Autumn term, we took part in a project on *Odd and the Frost Giants* with the Unicorn Theatre. In the Summer term we were invited to Harris Academy Bermondsey for an art workshop, where we learned about and were inspired by the work of Henri Matisse.



Purple Class 2023-2024



In PE we learnt gymnastics, rounders, dance and athletics



While studying Charles Darwin, we visited Down House and studied many specimens from his voyages



We made sculptures of human form while studying Alberto Giacometti in art



To celebrate World Book Day, we dressed up as our favourite characters



We learnt about carnival and Claudia Jones in International Week



We learnt to read music and play it on instruments



We had fun performing in the School Talent Show



We visited the Imperial War Museum as part of our WW2 topic



In science, we identified plants and animals in our garden and conducted experiments to find out more about light



We located polar regions, deserts and time zones from maps and globes in geography



Congratulations to our Year 6 pupils for a fantastic journey at Snowfields!

We are so proud to see how far you have come and the remarkable achievements you have accomplished along the way.



As you embark on the next chapter of your journey, remember that we believe in you and cannot wait to hear of your future successes!

These are the secondary schools the children will be joining in September 2024:



**Ark Globe Academy
City of London Academy
Haberdashers' Academy Brough
South Bank University Academy
Harris Academy Bermondsey
GreenHolm School
The Brick Lane Secondary School
Bobby Moore Academy
Notre Dame
Highshore
The Charter School
Bishop Challoner Catholic School**



Term Dates 2024 - 2025

Autumn term

Tuesday 3rd September 2024 – Friday 25th October 2024

Half Term Monday 28th October 2024 – Friday 1st November 2024

Wednesday 6th November 2024 – Friday 20th December 2024

Spring term

Monday 6th January 2025 – Friday 14th February 2025

Half Term Monday 17th February 2025 – Friday 21st February 2025

Monday 24th February 2025 – Friday 4th April 2025

Summer term

Thursday 24th April 2025 – Friday 23rd May 2025

Half Term Monday 26th May 2025 – Friday 30th May 2025

Monday 2nd June 2025 – Tuesday 22nd July 2025

