



Tower Bridge Primary School

Annual report to parents
2023-2024

Contents

From the Co-Chairs of Governors
From the Executive Headteacher
School Staff
The Governing Body
Governors' Statement
School Rules
Vision and Values
Questionnaires
The School Day
School Leaders
Community Links
More Able and Talented Provision
Inclusion
Curriculum pages
Class pages
Year 6 Leavers
Dates for next year

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





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 Beekeepers, to Tower Bridge, the Natural History Museum, the Science Museum, the Unicorn Theatre on 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 MBE	Executive Headteacher
Sarah Manley	Headteacher of Robert Browning
Anna Mulhern	Co-Head of School Robert Browning
Maureen Chance	Co-Head of School Robert Browning
Jo Cranmer	Co-Head of School Snowsfields
Zohra Benotmane	Co-Head of School Snowsfields
Helen Viggiani	Co-Head of School Tower Bridge
Laura Neuveglise	Co-Head of School Tower Bridge
Michelle Owens	Senior Federation Business Manager

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

Class Name	Year Group	Class Teacher	Teaching Assistant
Caterpillar	Nursery	Rachael Redman	Susan Crawford (Nursery Nurse)
Butterfly	Reception	Rose Grosvenor	
Red	Year 1	Rosa Castillo	Katrice Rose
Orange	Year 2	Jess Neale	Michelle Moran
Yellow	Year 3	Emily Sellicks	Ashanti Jarrett/Sophia Grinnon-Powell
Green	Year 4	Hazel Keles	Fadoua Hadad
Blue	Year 5	Kate Romain	Tammy Gilbert
Purple	Year 6	Melissa Leeder	Tony Mighty/Chris Ayriss

Governing Body 2023-2024

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)
William Houngho	Parent Governor (Tower Bridge)
Lara Stacey	Local Authority
Jessica Hodgson	Co-opted (Chair)
Andrew Baker	Co-opted
Winston Yap	Co-opted
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 Culloch - Chair of Curriculum Committee)

Resources (Winston Yap - Chair of Committee)

Governors' Statement Finance

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

Total Income 2023-24	£1,800,741.84
Total Expenditure 2023-24	£1,661,255.69
Committed money carried forward to next financial year	£139,486.15

We received £144,045 in Pupil Premium which is used to support children entitled to Free School Meals. We also received £ 17,491 Sports Premium funding. For further details please see our website.

Charging Policy

All classes go on at least one trip each term linked to the topic they are studying in class. We do ask parents and carers for 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

Rationale

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

Our curriculum has been shaped to reflect the ethos, aims and values of our schools

Intent

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

Our curriculum is planned to:

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

Statutory Requirements

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

Art and design

Computing

Design and technology

English

Geography

History

Languages (KS2 only)

Mathematics

Music

Physical education

Personal, social, health and economic education and Relationships

Religious education

Science



Governors' Statement Behaviour & Discipline

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

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

Pupils are entitled to:

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

Parents are entitled to:

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

Staff are entitled to:

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

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

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

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

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

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



As a pupil at Tower Bridge I will:

Do my best at all times.

Respect myself, each other and the school environment.

Be kind, keep myself and others safe.

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

Complete my homework and read at home.



Tower Bridge Primary School Values

At Tower Bridge we learn and succeed
together

T
Teamwork

O
Overcoming challenges

W
Welcoming everyone

E
Excellence, enjoyment and effort

R
Respect for all

B
Be the best we can be – believe

R
Resilience and responsibility encouraged

I
Independent learners shine

D
Diversity is celebrated

G
Goals are aspirational

E
Engaging everyone everyday





Tower Bridge Pupil Review Meetings – Spring 2024

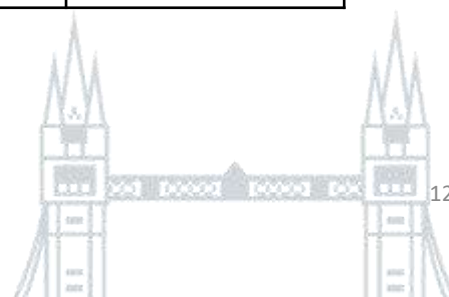
Thank you to everyone who returned their questionnaires. Here are your views on the school:

Parent questionnaires (98 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	100%
The Leadership Team are approachable and make me feel welcome. They are available if I need to speak to them	98%
My child enjoys coming to school	99%
My child is safe at school	100%
I think that behaviour in the school is good	98%
My child is learning and making progress	99%
The school helps me to support my child's learning	99%
I would recommend this school to another parent	100%

Pupil questionnaires (114 returned)

Question	Yes
Staff are friendly and I can talk to them	98.2%
Enjoy coming to school	98.2%
Lessons are challenging, interesting and fun	97.4%
I am learning and making progress	99.1%
Adults in school help me do as well as I can	98.2%
Adults in school explain to me how to improve my work	99.1%
I feel safe at school	95.6%
I behave well in school	99.1%
I think that behaviour in the school is good	92.1%
I know what to do if someone is unkind to me	99.1%
Adults in school deal with children who are being unkind	96.5%
I know how to stay safe when using the internet	92.1%



Attendance and Punctuality

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

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

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

Children earn points for their class towards a termly medal for good attendance and punctuality. Each half term children can work towards a different coloured wristband for 100% attendance and punctuality, with a special rainbow wristband for those who manage 100% for the whole academic year

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

No days missed 100% 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	18-19	19-20	20-21	21-22	22-23	23-24
Attendance	95.8%	95.9% (Up until 20.3)	95.7% (A) 94.5% (S/S)	92.3%	93.2%	94.4%
Punctuality	4.1%	3.5%	3.1%	5.9%	4.1%	3.2%

The School Day

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

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

The school runs a breakfast club for children from Nursery to Year 6 daily. The After School Provision is run daily from 3.30pm until 6pm at Snowfields Primary School. The children are collected and walked over at the end of the day. For more information about this, please contact the school office.

School Leaders



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



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

Our Creative Arts leaders are individuals who show a passion for art, music and drama. This year, the Creative Arts leaders helped organise and plan our International Week performance for parents. In addition, they have also given out certificates to children across the school for excellent Creative Arts work during our weekly Celebration Assembly.



Our STEM leaders are individuals who enjoy computing, science and design technology. This year, our STEM leaders have worked hard supporting other children in their computing learning as well as keeping our devices tidy, charged and in good condition. These leaders have also been celebrating the achievements of others within the STEM curriculum in Monday assemblies with their certificates. Finally, in February they helped organise Safer Internet Day and led a whole school assembly on the day.



**BOROUGH
MARKET**



TESCO

**BANKSIDE
OPEN SPACES
TRUST**



IntoUniversity 

SHINE 



UNICORN

THE UK'S THEATRE FOR YOUNG AUDIENCES

NHS
King's College Hospital
RAHS Foundation Trust

**TEAM
LONDON
BRIDGE**



We are very lucky to work with so many partners in school who help enrich our curriculum and provide wonderful opportunities for the children at Tower Bridge Primary School. Some of the amazing things that have happened this year include: trips to the Unicorn Theatre; a special tour of the Houses of Parliament courtesy of Guy Fox and being part of the Lantern Parade with TeamLondonBridge.



MORE ABLE AND *talented*

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

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

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

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

Many children have taken part in clubs on offer this year, including Ballet, STEM, Lego, Tennis, Knitting and Coding!

Laura Neuveglise



Pupils have produced many performances this year. These include class assemblies, KS2 Talent Show; KS1 Christmas Show, Y6 End of Year show and EYFS Winter Concert





SPECIAL EDUCATIONAL NEEDS AND DISABILITIES



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

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

Number of children with SEND:

There are 55 pupils supported with SEND (27% of the school roll.) 11 of these pupils have Education Health and Care Plans; this number has decreased by 5 compared with 16 in 2022-23. A further 3 EHCP applications are currently in progress.

The SEND Budget

for 2023-24 was £103,953

Academic Progress

Last year our children with SEND made good progress across the curriculum. 65% of SEND children made the expected progress in reading, 68% for maths and 50% writing. Children with EHCPs made their small steps of progress towards the individual targets on their plans.

Our EHCP pupils are aspirational! Here are some of their goals for the future...

I want to be a paleontologist!

I want to be a vet.

I want to be a fireman!

I want to be a lawyer and help solve arguments in court.

I want to be a soldier in the army (but not to have weapons)



SEND provision



Our SEND pupils at Tower Bridge are lucky to be supported by our amazing staff team. Some of the groups they access include Lego Therapy, Life Skills, Young Minds, Speech and Language and more.

ELSA

Sophia and Fadoua are both now fully qualified ELSAs (Emotional Literacy Support Assistants) and are working with a range of children across the school. They have received training from educational psychologists in Southwark to support children's emotional development by working on specific targets each week. One pupil in Year 3 said of his ELSA sessions; "They are fun and it helps me not to be worried."



The Chill Out Zone

Many of our pupils continue to enjoy the "Chill Out Zone." One EHCP pupil said that "It make me happy when I be good and help me with my anger. There is a lot to do in there." Our Nursery and Reception children have weekly sessions there which helps them develop their social skills whilst also supporting their gross motor skill development.

Helen Viaaiani
Summer 2024

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 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.

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.

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

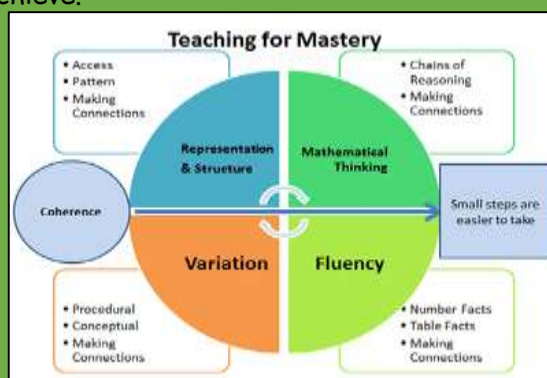


At the Bridges Federation, in keeping with the National Curriculum, we believe that mathematics is a creative discipline involving imagination, intuition and discovery and should be an enjoyable experience for children. It equips pupils with the unique and powerful set of tools to understand and change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

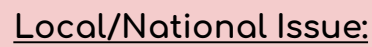


We strive to set work that is challenging, motivating and encourages the pupils to think logically and communicate ideas through oral and written mathematical language.





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



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.



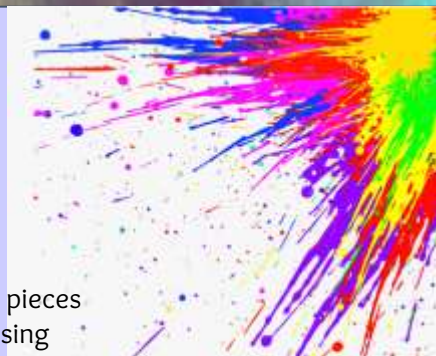
Art

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.



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 Roman bread.





COMPUTING

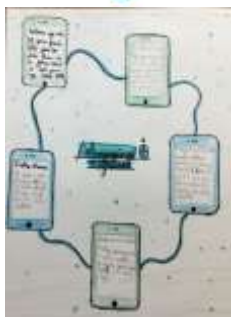
At the Bridges

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.



French at the Bridges Federation

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!)

Cathy Kouassi, Hazel Keles, Maureen Chance



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 Class ambassadors



Year 5 students composed a 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.



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.



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



Year 6 students wrote a detailed 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.

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.



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

Children have had a chance to practice or learn some cycling schools 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.

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.



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.



Anna Mulhern, Hazel Keles, Cathy Kouassi

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.

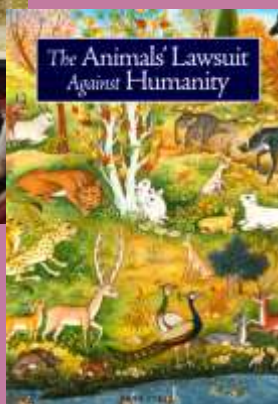


Rachael Redman, Camilla Roche and Sarah Manley

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

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

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.



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



PLC RE (forgiveness)

Is it easy to say sorry?

Alex
 Sometimes because of you say sorry they think he has said to go back to prison and he says I'll forgive you

Scarlett
 Yes because when you make an accident you should say sorry straight away. Then you can be friends again

Rebecca
 Yes because I can make me feel nervous and nervous at the moment

Rebecca
 Yes because I can make me feel nervous and nervous at the moment



Rachael Redman, Camilla Roche and Sarah Manley



EYFS

2023-2024



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

We had a fun Teddy Bear Hospital workshop where we learnt about keeping healthy, and had some exciting trips to the Unicorn Theatre to see "The Three Billy Goats Gruff".

We loved dressing up for International Day and World Book Day and taking part in all the activities.

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

We also performed in our lovely Winter Concert, and Reception even held their very first ever class assembly in which they sang and celebrated all their different cultures.

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

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



Rose
Grosvenor

Rachael
Redman



Year 1

2023-2024 Red Class



We enjoyed our trip to the Unicorn to watch the Three Billy Goats Gruff.



We have had such an exciting year in Year 1 at Tower Bridge!

Rosa Castillo



We have had visits through the year from outside organisations: the NEST team; Teddy Bears Hospital; the community police team and Veolia.



Our fabulous art creations were fun to make out of clay!

Our local walks have been really interesting, we have been looking at our local plants and trees and discovering the iconic landmarks in the area.



For Easter we went on an Easter Egg Hunt around school. We followed the clues and found our treasure!



We have been super stars during our PE lessons, using lots of fantastic subject specific vocabulary and we have had been lucky to have a couple of visits from our community school support team.



Orange Class 2023 - 24



For Geography, we enjoyed local walks for our messy mapping lessons. We created fantastic messy maps using resources in the classroom.



One of our first trips in Year 2 was to the Tower of London where we learnt all about the Great Fire of London!



We loved going to the theatre in Year 2. Going to see the Billy Goats Gruff was a favourite moment for many of us!



We went up Monument to see where The Great Fire of London started.



We explored different plants and trees in our local area as part of our Science topic on plants!



We loved our KS1 play called 'Penguin Pete'. We performed to Rainbow, Nursery and KS2 and our adults.



PE was a highlight for many of us and we loved our multi-skills workshops and dance lessons!



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



As part of our Arts learning, we got to explore many different materials and techniques to create amazing cityscapes and shells.



We did a fantastic assembly informing everyone about the incredible explorers we learnt about in History!

Jess Neale

Yellow Class - Year 3



As we are wrapping up another fabulous year, we have looked back on all the fabulous events and learning we have done together. We have welcomed lots of new faces and made the most of every term so we have been very busy. From dance with Chantel, our Class Assembly, Bikeability and of course our swimming lessons, we have thrown ourselves into everything and always given it our very best shot.

Our work has kept us engaged by learning about fascinating topics. We began our journey exploring Stone Age, discovering how early humans lived. This was followed by the Ancient Egyptians, culminating in our amazing assembly where we showcased the wonders of their civilisation. Finally, we turned our focus to a pressing contemporary issue: Saving Planet Earth. To demonstrate our learning, we made some impressive, creative homework projects, some of which have proudly featured on our termly displays, highlighted our knowledge and enthusiasm, encompassing everything from detailed models and vivid posters to informative presentations and reports.



Emily Sellicks



Green Class

2023-2024

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

Hazel Keles

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



We also went to the Southwark Cathedral to learn about Christianity!



We learnt about recycling at the Southwark Recycling centre.

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



At the Unicorn Theatre we watched a performance, we took part in a football tournament and created our own pizzas.



Year 4 loved working creatively this year! In art lessons we were inspired by the work of Orla Kiely and created our own tessellation designs on textiles.



Year 5

As we wrap up a fantastic year, we look back on all the exciting things we've done together. This year has been packed with activities and memorable moments that brought us closer and taught us so much.

We attended a book launch for a book about the constitution that we got to illustrate with the help of the Guy Fox team. Our drawings helped bring the book to life, and we learned a lot about an important topic.

Sport was a big part of our year too!

We had a blast competing in athletics, rounders, hockey and End Zone tournaments with other schools in Southwark. The children showed great team spirit and skill.

In the Autumn term, we made elf and candle lanterns for a Christmas parade. It was so much fun creating our lanterns and seeing them light up the night during the parade.

We celebrated International Week by singing and making beautiful artwork, learning about different cultures and appreciating the diversity in our world.

Other trips this year included our visit to Two Temple Place for an art exhibition and workshop. We also visited the British Museum to learn about the Vikings and Anglo-Saxons. These trips were educational and a lot of fun!

The workshops with IntoUniversity got us thinking about our futures and what we want to be when we grow up. We came away feeling inspired each time.

We also took a moment to reflect and honour those who have served on Remembrance Day, understanding why this day is so important.

All in all, this year has been full of learning, growth and fun.



Year 6 - Purple Class



This year has been filled with a variety of enriching experiences and memorable events. We started off with a school journey to Kingswood, where the children challenged themselves with new activities. They also participated in travel training, learning how to safely use public buses and cross roads.



During International Week, they delved into the culture of carnivals and dressed in traditional clothing. We honoured Remembrance Day with a special ceremony at Guy's War Memorial.



In addition to these activities, the children engaged in numerous in-school workshops covering topics such as personal safety, oral hygiene, healthy friendships, humanism, cyber choices, recycling, and transitioning to secondary school. They completed citizenship training at the Old Kent Road Fire Station and visited The Drawing Room to create abstract artwork with a professional artist.



We also took part in a week-long focus week with Intouniversity which included visits to the Museum of London Docklands and Cambridge University.



For World Book Day, the children dressed up as their favourite book characters and to celebrate completing their SATs tests, we spent a fun-filled day at Southwark Park.



Finally, we ended the year with an exciting trip to Brighton, where the children enjoyed rides on the pier and time at the beach.



Goodbye Year 6

As we come to the end of this incredible year, we want to take a moment to celebrate all the hard work and dedication our Year 6 children have shown. Each one of them has faced challenges with resilience, tackled new subjects with enthusiasm, and grown in ways that make us immensely proud. It has been a true joy to teach them and to witness their progress and achievements. As they move on to the next exciting chapter of their education, we wish them all the very best for the future. Keep believing in yourselves, stay curious, and continue to strive for excellence.

These are the schools where their new adventures will begin:

ARK Globe Academy

ARK Walworth Academy

Bacon's College

Charter School

City of London Academy

Haberdasher Aske's Borough Academy

Harris Academy Bermondsey

London Nautical School

Madani Girls School

Notre Dame

St Saviour's and St Olaves



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

