



Robert Browning Primary School

Annual Report to
Parents
2024-2025

Contents



From the Executive Headteacher
From the Headteacher
From the Chair of Governors
Staff
The Governing Body
Vision and Values
Parent Information
Home School Agreement
School Leaders
Enrichment
Questionnaires
Attendance and the School Day
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 Kate Wooder MBE

EXECUTIVE HEADTEACHER

On the following pages you will be able to read about some of our highlights for 2024 – 2025. 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 to keep up to date with what is happening in each school.

Congratulations to Tower Bridge for a successful Ofsted in March 2025. We are extremely proud of the outcome:

The Quality of Education Good
Behaviour and Attitudes Outstanding
Personal Development Outstanding
Leadership and Management Good
Early Years Provision Outstanding



Pupils are happy and safe at this welcoming school.

Behaviour is excellent across the school.

The school has high expectations for all pupils.

The school provides its pupils with many opportunities for wider enrichment.

The school has crafted an extensive personal development programme.

The inspectors recognised the dedication and skill of the staff at Tower Bridge and how they go above and beyond for all the pupils at this school.

Over the years we have received many awards that recognise the outstanding provision across our Federation (see below). This year has included Snowfields who achieved a Gold award for TFL Stars and the School Games Mark Gold, and renewed their Bronze Healthy School Award, Tower Bridge achieved the School Games Mark Gold and all three schools took part in the London Mini Marathon receiving medals for their achievements.

I want to thank the staff across all our Federation schools for everything they do, day in day out, to make each school an amazing place to be. 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.

I want to end by saying a personal goodbye to Sarah Manley, Headteacher at Robert Browning. Sarah will be leaving Robert Browning and the Federation at the end of this academic year. Sarah has been a valued member of our Federation since she joined Snowfields in 1998. Over the years, she has worked across all three schools in the Federation, playing a key role in driving improvement and raising standards. When Sarah joined Robert Browning in 2018, the school was judged as 'Requires Improvement'. Through her unwavering dedication, hard work, and inspirational leadership, she has made a remarkable impact. Under her guidance, the quality of teaching and learning has significantly improved, and she has created a culture of high expectations and care. Beyond the classroom, her passion for running has inspired countless children to embrace daily exercise and take part in running events throughout the year. Sarah's departure is a great loss to our school community, and she will be deeply missed by staff, pupils, and families alike. I'm sure you will join me in thanking her for everything she has done and in wishing her the very best in her next chapter.



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



@robertbrowning.bsky.social @towerbridgeschool.bsky.social
@spsprimary.bsky.social

Find us at: www.thebridgesfederation.org.uk



A warm welcome to Robert Browning Primary School!

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

In October we were invited to view the new sculptures in Elephant Park. Work began on these in 2021, when some of our Year 4 pupils started collaborating with artist Ryan Gander. The aim of the project was to encourage young people to think about stories from the area and to reflect on the diversity and energy of their own place and future.



We were delighted to see the results!



Ryan Gander and children from three local Southwark schools. Commissioned by Lendlease in partnership with South London Gallery and Contemporary Art Society. Photographer: Jon Lowe

The children have been on some exciting trips and have taken part in a wide range of sporting events. We were particularly pleased to take part in the Mini London Marathon again in April this year. The children really enjoyed taking part in this special event and showed their resilience when completing the run! Children who had taken part before improved their times. A huge thank you to the staff and parents who made this happen. You can read more about the trips and visits on the class pages and the subject pages.

As well as going out of school, we have also had lots of special events in school too! We especially enjoyed celebrating International Week in October, VE Day in May and Health Week in the Summer



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

Thank you to our families for your continued support. Thank you to everyone who has supported the school by attending and taking part in events. Thank you to all the children for always trying their best. You are the reason why the staff work as hard as they do.

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

Sarah Manley, Headteacher, Anna Mulhern, Co-Head, Maureen Chance Co-Head

A Personal message from Sarah:

Thank you for all your messages of support and good luck. I have loved working at the Bridges Federation for 27 years and seeing so many children make amazing progress. I will miss you all. Good luck for the future, I will be keeping in touch!





Welcome from the Governors

Welcome to this year's Annual Report, which is a celebration of the past year at the Bridges Federation. We want to spend some time reflecting on all of our children's achievements and the schools' successes over the past year and look ahead to the future.

On behalf of the Governing Body and as Chair of Governors I would like to congratulate all children, parents and staff in the Federation for another outstanding year, full of learning opportunities. We are so proud of all our children who have achieved so much.

We have had some brilliant events across the Federation, including the VE Day celebrations, the Mini Marathon and our annual International Week! We also had our KS1 Christmas Play and our EYFS Winter Concert 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 of 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 via our Christmas and Easter Raffles, and we have continued our partnership with the Unicorn Theatre. Thanks to all staff, children and parents at Tower Bridge who helped us achieve a successful OFSTED report in March – the children really showed the best of themselves and the school!

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!

Finally we would like to say a huge thank you and good luck to Sarah Manley who leaves the Federation this summer but I am pleased to say is staying on as part of the Governing Body! Thanks for everything you have done for us Sarah.

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.

Jessica Hodgson

Chair of the Governors

Staff of 2024-2025

The Bridges Federation Leadership Team

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

Laurie St Luce	Office Administrator
Tina Hayden/Sadia Ahmed	Federation Finance Officer
John Kirwan	Premises Officer
Simon Bartlett Matthew Darcy	IT Technicians
Lena Oliveira	Inclusion Officer
Shanaz Rahman	Learning Mentor
Vincent Brown	Learning Mentor
Livia Palotai	Play Therapist
Flore Ramku, Allen Kobako, Millie Woon Ines Domingos, Emily Littman, Ngozi Chukwuma, Giselle Ritchie, Natoya Reid	SEND Teaching Assistants

Year	Teacher	Additional Adult
Nursery & Reception	Andrina Phillips	Angela Patabendidge Yemi Ojo
Year 1	Natalie O'Donnell	Giselle Ritchie/ Millie Woon
Year 2	Helen Preddy	Cheryl Ferreria
Year 3	Tessa Naden	Diane Pheby
Year 4	Julia Mekkelholt	Amienatta Mansaray
Year 5	Tom Verweij	Carol Cook
Year 6	Danielle Jordan / Kylie Harries	Felicia Mensah

Governing Body 2023-24

<u>Name of Governor</u>	<u>Status</u>
Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Natalie O'Donnell	Co-opted Governor (Staff Rep, Robert Browning)
Emily Sellicks	Staff Governor (Tower Bridge)
Katie Curran	Co-opted Governor (Staff Rep- Snowsfields)
Sarah Murray	Parent Governor (Robert Browning)
Ali McCulloch	Parent Governor (Snowsfields)(Chair of Curriculum Committee)
Venessa Smith	Co-opted Governor (Parent Rep, Tower Bridge)
Jessica Hodgson	Co-opted Governor (Chair)
Mckhylla Folkes-Hunningal	Co-opted Governor
Winston Yap	Co-opted (Chair of Resources Committee)
Charlie Dias	Co-opted (Vice Chair)
Saad Naqvi	Co-opted Governor
Rob Johnston	Co-opted Governor
Ruth Martin	Co-opted Governor
Giulia Sciolla	Co-opted Governor
Noor Rassam	Co-opted Governor

Chair of the Governing Body

Jessica Hodgson
C/O Tower Bridge Primary School
Fair Street
London
SE1 2AE

Tel: 0207 407 2959

Clerk to the Governing Body

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

There are four types of Governor:

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

There are two committees who meet each term:

- Standards & Curriculum (Ali McCulloch- Chair of Committee)
- Resources (Winston Yap - Chair of Committee)





Vision and Values



At Robert Browning we believe that:

'WE ALL SHINE!'

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

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

Our core values are:

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

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

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

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





Parent Information



Uniform

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



School Lunches and Packed Lunches



Most children have a school dinner as part of the Southwark free healthy meal pledge. You may want to provide your child a healthy packed lunch. Please make sure that if you are providing lunch you do not include products with nuts, snack which are high in sugar content or sugary drinks.

Breakfast Club

For a small fee of £2 a day your child can attend our Breakfast Club. It is open from 8.00am-8.45am. We also offer grab and go breakfast for all children from 8.45am, as part of our partnership with Magic Breakfast.



Homework and Reading

Children should read everyday, and record at least 3 times a week in their journal. Children will be added to the reading raffle draw each week to win a book when they record their reading at least 3 times.

The children can also choose half termly homework projects from the lists given out each term.

Trips

Children in Year 1 to Year 6 go out of school as part of the curriculum each term. These trips can offer wonderful experiences for the children. Parents are requested to give permission via a google form with the information about the trip. If the form is not completed, we are unable to take children on the trip. Please make sure you give permission as soon as you see this on the Arbor App. Costs of trips may vary.

Clubs

We offer a range of after school clubs each term. These run from 3.30-4.30pm. Please check the information sent out at the beginning of each term. There is a charge of £20 per term for each club, with a free club for children in receipt of pupil premium. If your child commits to a club, we expect your child to attend every week. Club places may be removed if children do not attend, children are not collected promptly or the behaviour of the child is not safe or does not meet our expectations.

Communication

We send a weekly newsletter with key information via email. Day to day communication is via the Arbor App. We encourage parents to check their notifications daily so they do not miss information about trips, clubs etc. You can also contact the school via the Arbor App through the messages.

To our Parents and Carers:

THANKS



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

We have enjoyed entertaining our parents and carers with International Evening, Christmas performances and Class assemblies! Thank you to everyone who came along!



This year we have been really grateful to the parents who have supported us with a range of fundraising activities. These have included our Christmas fundraiser, Summer Fair and our individual class fundraisers!



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

Thank you also to all the parents who have helped with trips this year!





Home School Agreement

AS STAFF WE WILL:

- 1.Ensure that all federation schools are happy and safe spaces where pupils receive the best quality learning and teaching
- 2.Provide a curriculum that is interesting, engaging and built on children's interests
- 3.Expect and encourage all children to do their best and reward success
- 4.Expect everyone to have respect for one another and listen to what the children say
- 5.Encourage all children to make a positive contribution to the life of the school and community
- 6.Expect each pupil to come to school every day and get here on time
- 7.Make sure that children are provided with the support they need
- 8.Set exciting homework projects
- 9.Contact parents if problems arise
- 10.Keep parents informed about their child's progress and achievements
- 11.Keep parents informed about events and school activities
- 12.Respect issues of confidentiality

AS A FAMILY WE WILL:

- 1.Encourage our child to do their best at school and reward their successes
- 2.Support our child to follow the school rules
- 3.Make sure that our child arrives at school on time every day and contact the school before 9.30am if they are absent
- 4.Communicate to the school any concerns and work with the school to support our child if problems arise
- 5.Attend Pupil Review Meetings and other relevant meetings
- 6.Make sure we talk to our child about their homework and support them to complete and return it on time
- 7.Make sure our child reads every day and we talk to them about the books they are reading
- 8.Make sure that our child does not bring toys, money, sweets, mobile phones etc unless agreed with the school
- 9.Not send in cakes, food or party bags for birthdays
- 10.Download the Arbor App and use this to communicate with the school and stay informed
- 11.Make sure I read all the letters that are sent home and on the school website, including the weekly newsletter
- 12.Set a good example to my own and other children when on school premises
- 13.Approach the teachers and other members of staff, parents and pupils in a respectful and non-threatening manner
- 14.Keep any mobile or hand held device switched off and out of sight whilst on the school premises
- 15.Use social media platforms responsibly and avoid sharing any content that might bring disrepute to the school and its staff
- 16.Ensure my child uses the internet and their devices safely, monitor their use regularly and limit their screen time
- 17.Agree to support the policies of the school which can be found on our website
- 18.Make sure that our child is dressed appropriately for school in uniform and does not wear jewellery. All items of uniform should be marked with your child's name. This means that any lost property can be quickly returned. Children can wear their PE kit to school on PE days with their school jumper



As a pupil at Robert Browning 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.**

SCHOOL LEADERS



Our elected School Council participated in meetings where they expressed the opinions of their fellow classmates and offered ideas for school-wide events, such as planning a fundraising event for their chosen charity, the NSPCC and developing ideas for International Week and the Summer Fair.

HEAD GIRL

It has been great being Head Girl and I am proud that I got to be on School Council for my final year and could help the school with the environment and make a difference. All of the school councillors have worked really well together.



HEAD BOY

I am proud to have been Head Boy. I am very happy that I have had the chance to be a part of the school council in my last year of Primary and in year 3. Me and the Head Girl have strived for happiness in our school.



LIBRARIANS



Our librarians have worked tremendously hard this year to maintain the library and help to organise and appropriately display the many new books that we have been lucky to receive from charities.



SPORTS LEADERS

The Sports Leaders have been fantastic ambassadors for sport this year. They have helped to motivate their classmates by awarding certificates in assemblies each week for the Daily Mile. They have helped organise and lead whole-school sporting events, such as the Mini Marathon and Sports Day.



STEM LEADERS

Our STEM Leaders (Science, Maths and Computing) have been busy choosing recipients of certificates each week based on which children are showing good enquiry skills in their work. They have also maintained resources and visited the BETT exhibition and led an assembly for Safer Internet Day.



CREATIVE ARTS LEADERS

The Creative Arts leaders have been fantastic at supporting their fellow classmates during Art lessons this year. They have helped to maintain the Art and Music rooms and ensure resources are cared for. They have also assisted staff with generating awareness for whole-school events.

Enrichment

Sports

Our aspiring marathon runners took part in the TCS Mini London Marathon on Saturday 26th April. They had a brilliant time and all completed the mile successfully. Thank you to all the parents who came and helped. Our wide range of sporting after school clubs enable children to practice their favourite sports and develop skills. Well done to all the children who have taken part in PESSN events and tournaments over the year.



Creative Arts

As well as taking part in different activities in school, the children have opportunities to work with skilled artists and designers. For example some children made lanterns for the annual lantern parade.



Performances

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



Enrichment Afternoons

On Thursday afternoons the children have taken part in a wide range of activities to learn new skills. These have included: cooking, origami, model making, sports, board games and crafts



Robert Browning's Got Talent!

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

Here is the winner for this academic year!



Musicians

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

Questionnaire Feedback November 2024

Pupils	Feb 24 146	Nov 24 125
Staff are friendly and I can talk to them	97.9%	93.6%
I enjoy coming to school	84.2%	88.8%
Lessons are challenging, interesting and fun	89.7%	88.8%
I am learning and making progress	95.2%	96%
Adults in school help me do as well as they can	96.6%	97.6%
Adults in school explain to me how to improve my work	96.6%	95.2%
I feel safe at school	89.2%	88.8%
I behave well in school	95.3%	94.4%
I think that behaviour in the school is good	85.8%	88%
I know what to do if someone is unkind to them	91.9%	91.2%
Adults in school deal with children who are being unkind	87.2%	88%
I know how to stay safe when using the internet	87.8%	93.6%

Parents	Feb 24 115	Nov 24 117
Staff are approachable and make me feel welcome	100%	100%
My child enjoys school	98.3%	96.6%
My child is safe at school	100%	100%
I think that behaviour in the school is good	98.3%	98.3%
My child is learning and making progress	99.1%	97.4%
The school helps me to support my child's learning	100%	98.3%
I would recommend this school to another parent	100%	98.3%


Attendance and Punctuality

Arriving at school on time and attending school regularly is essential for children's well being and progress. This will always be one of our school priorities. Every school day counts. Leave during term time is **not** authorised and must only be taken during exceptional circumstances. Concerns about persistent absence or lateness will be referred to the Education Inclusion Team or Family Early Help Service. Fines will be issued for term time leave.

Attendance is discussed and celebrated in weekly assemblies with certificates given for the classes with the best attendance and punctuality that week. Each half term, children can work towards a different coloured wristband for 100% attendance and punctuality, with a special rainbow wristband for those who manage 100% for the whole academic year. We have also introduced a half-termly raffle for a hamper. To be entered into the draw families must have excellent attendance and punctuality.

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

No days missed 100% Excellent BEST CHANCE OF SUCCESS!	7 days missed 96% Good OFF TO A FLYING START!	11 days missed 94% Satisfactory LESS CHANCE OF SUCCESS	15 days missed 92% Unsatisfactory HARDER TO MAKE PROGRESS	More than 18 days missed Below 90% Poor Your child is missing out
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	20-21	21-22	22-23	23-24	24-25
Yearly Whole School Attendance:	96.1%	93.5%	94.8%	95.5%	94.9%

The School Day

Our school gates open at 8.45am, we encourage the children to arrive promptly and head straight to class so that they are settled and ready for their first lesson. Children either complete 'early-work' or attend Sensory Circuits until 9.15am.

Nursery 9.00-3.30 Monday, Tuesday, Wednesday	Reception 9.00-3.30 Doors open at 8.45am
Key Stage 1 9.15 Maths 10.15 Playtime 10.30 English 11.30 Lunch 12.30 Phonics 1.00 Reading 1:30 Playtime 1.45 Creative Curriculum, PE, RE, Music 3.00 Assembly 3.30 Children collected from Playground	Key Stage 2 9.15 Maths 10.30 Playtime 11.00 English and Reading 12.30 Lunch 1.30 Creative Curriculum, PE, RE, Music 3.00 Assembly 3.30 Children collected from Playground

SEND at Robert Browning

Groundwork London



Courtney

Drama Therapist



Anna

**Mental Health
Support Team
Practitioner**

We are fortunate to have fantastic support from Groundwork at Robert Browning. Groundwork provide wellbeing support for children, young people, families and the whole school community at Robert Browning.

This year, Anna, Courtney and Toni have provided regular coffee mornings for parents, whole class support (through Emotion Explorers), 1:1 support for parents, 1:1 drama therapy sessions, small group support for children, whole school assemblies and staff training.

We are incredibly lucky to receive regular support from Sarah Caffrey, a teacher from the Visual Impairment Team. In addition to the 1:1 support she offers some children, she also supports staff and families. This year, children in KS1 had workshops to support their understanding of visual impairment and also enjoyed attending a weekly braille club!



'We were blindfolded and we were touching the braille. We had to remember the shapes. We also made our braille names. It was hard but now I understand people with a visual impairment much better.' Omar Y2



Developing Communication Skills in EYFS

This year, we were one of the schools chosen to pilot the WellComm tool, a mechanism to identify children who have speech and language needs. This pilot was developed to identify the needs and deliver support in a timely way to reduce the need for escalation.

Staff were given support and coaching from a speech and language therapist in using the WellComm tool.

Children were assessed at the beginning and end of the project and all children made good progress.



Number of children receiving SEN support across the school	Number of children with an Education Health Care Plan (EHCP)
84/195 (43%)	26

SEND Budget 2024-2025 £296,657

The Inclusion Team 2024-2025

Anna Mulhern-Co-Head and SENCO
 Helena Oliveira-Inclusion Officer
 Vincent Brown-Learning Mentor and ELSA
 Shanaz Rahman-Learning Mentor
 Flore Ramku-ELSA
 Angela Patabendige-ELSA
 Livia Palotai-Play Therapist
 Vhahashu Ramudzuli-Speech and Language Therapist
 Leah Palmer-Speech and Language Therapist

Academic Progress

Last academic year (2023-24) 86% of our children with SEND made typical progress in reading, 87 % in maths and 78 % in writing. 95% of our children with EHCPs made expected progress in reading, writing and maths.



The children really enjoyed participating in a capoeira session at the SEND Festival of Sport.



At Robert Browning, pupils are supported for a range of needs including: ADHD, autism, speech and language needs, visual impairment, social communication, cognition and learning, dyslexia, and social, emotional and mental health needs.We have worked with: The Autism Team, The Visual Impairment team, ELSA, the Educational Psychology team, Groundwork (Mental Health and Anxiety Support), The Bloomfield (dyslexia support), Unlocking Language, Occupational Therapy and Words First.



At the very end of last school year, we were delighted to be recognised for our SEND provision by the PE and School Sports Network. We won five awards including SEND Provision of the Year and SENCO of the Year. This year we have continued to work closely with the PE and Sports Network, we have taken part in two SEN Festivals of Sport, a brilliant SEN sailing trip and the team have also provided our pupils in Year 6 with weekly sessions that focus on developing self-regulation skills through sports activities.



Sailing at Greenland Dock

English

2024 - 2025

Kate Romain, Danielle Jordan and Oliver Tull

Reading

At The Bridges Federation, we love reading. This year, we have continued to prioritise reading fluency, ensuring all children have regular opportunities to develop their confidence and enjoyment of reading. Pupils read for pleasure every day and regularly listen to high-quality, aspirational texts being read aloud. One of the highlights of our week is Reading Buddies - children enjoy choosing books together, discussing the stories and practising reading aloud in pairs.

We have been fortunate to receive donations of beautiful books from the Folio Society, which have further enriched our reading environments. Year 6 pupils from all three schools took part in an illustration competition, with generous prizes awarded - an exciting opportunity that celebrated both creativity and reading. Additionally, thanks to the Children's Discovery Project, many children have been able to expand their home libraries with gifted books.

At Tower Bridge, a successful fundraising effort allowed us to update the school library, transforming it into a warm, inviting and well-stocked space for all children to enjoy.

World Book Day was celebrated with creativity and sustainability in mind. Pupils were encouraged to create costumes using clothes they already owned or repurposed from home. Each class voted for their favourite costume, and winners received a book prize!

Writing

We believe that all children should leave The Bridges Federation with the confidence and ability to clearly express their ideas as writers, and to enjoy the writing process. Experiencing high-quality texts is fundamental to this: children need to read great writing from a diverse range of authors to be able to communicate effectively in writing themselves. Our writing curriculum is therefore based upon carefully-selected texts that we want children to experience and learn through.

After learning the building blocks of writing through phonics lessons in EYFS and Year 1, children are given lots of opportunities to write across different genres. We talk a lot with the children about their "purpose for writing", so that they get a sense of how their work should have a clear audience in mind. As well as learning the grammatical structures and typical features of a given genre, children have lots of opportunities to plan, draft and edit their writing.

This year, we have made spelling a real focus across the federation. Children have been encouraged to identify and use spelling patterns and rules which build upon their phonics knowledge.



MATHS

at the Bridges Federation

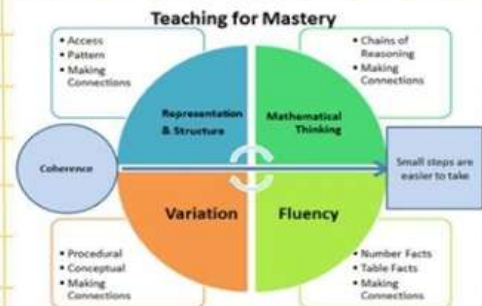
At the Bridges Federation, we view mathematics as a creative and essential discipline that encourages curiosity, logical thinking and problem solving. Aligned with the National Curriculum, we aim to make maths an enjoyable and meaningful experience for all children.

We follow a mastery approach using the WhiteRose Maths scheme, which supports pupils in developing a deep understanding of key mathematical concepts and procedures. Our goal is to build confidence, foster a positive attitude and ensure every child can achieve success in maths.

To support this, we use the CPA (Concrete, Pictorial, Abstract) approach, helping children move from hands-on exploration, to visual representation, to abstract reasoning. This progression supports a deeper understanding of mathematical ideas and makes abstract concepts more accessible.

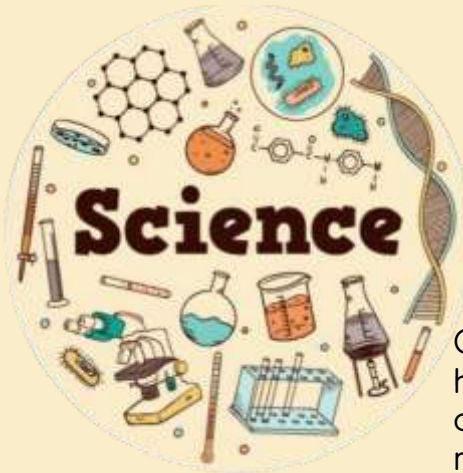
Through our teaching, we aim to:

- Provide a wide range of meaningful mathematical experiences
- Challenge pupils intellectually and build resilience
- Celebrate success to promote confidence and self-belief
- Show how maths applies to everyday life
- Encourage both independent and collaborative problem solving



We strive to make our lessons engaging, purposeful and appropriately challenging, enabling pupils to think critically and express mathematical ideas clearly through both spoken and written language.





By Julia
Mekkelholt,
Kate Tulloch
and Laura
Neueglise



STEM Leaders

Our STEM Leaders have taken part in online ambassador meetings this year as well as visiting the recycling centre. We enjoyed the Veolia assembly and workshops about the importance of recycling.



Every half term, we ask pupils a STEAM question (Science, Technology, Engineering, Art and Maths) and children can do this as part of their homework. We have enjoyed seeing their responses to questions, such as "Why do animals have whiskers?" and "100 years from now, what do you hope has been invented?"



This year we have focused on investigating and finding out for ourselves to deepen our knowledge and understanding of science.



Our Science learning takes us out of school to learn elsewhere, such as museums, an apiary and local parks.

By Rosa Castillo,
Natalie O'Donnell,
Zohra Benotmane

COMPUTING

At the Bridges



This year, the children continued to strengthen their understanding and skills in computing through a range of fun and meaningful activities. They practised essential IT skills and explored block coding using a range of platforms. Online safety continues to be a focus, making sure children know how to stay safe and make smart choices when using the internet. Children also learnt about artificial intelligence, exploring how it works, where we see it in everyday life, and the impact it could have on the future.



On Safer Internet Day, our STEM Leaders successfully led a whole school assembly. The theme this year was 'Too good to be true? Protecting yourself and others from scams online'. There was also a poster competition.



At coding club children were introduced to the basics of programming through fun, hands-on activities like building simple games and animations. It encouraged creativity, problem-solving, and teamwork while developing essential digital skills.



This year, our STEM Leaders had the exciting opportunity to attend the Bett Show at the ExCeL Centre. They explored a wide range of interactive technologies designed to enhance learning in Computing and across the wider curriculum.



History

Melissa Hayward, Jess Neale & Sarah Manley



At the Bridges Federation, we are continually developing our History curriculum with the aim of deepening children's critical thinking and strengthening their understanding of the past. Our pupils actively participate in engaging lessons, applying a range of historical skills to build on their prior learning. Black History remains a key priority, and we continue to embed it meaningfully throughout our teaching.

This year, our International Week theme was 'The Olympics', drawing on the Black History Month focus, 'Reclaiming Narratives', and the 2024 Paris Olympics. Children explored the global origins of the Olympic Games and discovered the stories of significant Olympians and Paralympians throughout history.

Key themes across our curriculum include London, democracy, settlements, conflict and invasion. Children explore a broad range of topics including the Great Fire of London, the Stone Age, Ancient Egypt, Roman Britain, the Ancient Maya, Anglo-Saxon and Viking Britain, Victorian Britain, Ancient Greece and World War II. In marking 80 years since VE Day, we reflected on Britain's role in the war and the enduring impact of global conflict. To mark the occasion, we dressed in red, white and blue to show our sense of community and shared history, and held traditional tea party celebrations—echoing the joyful street parties that took place across the country eight decades ago.

In EYFS and Key Stage 1, pupils begin to think like historians by comparing old and new objects and reflecting on how life has changed over time. In Key Stage 2, children explore complex periods such as the Industrial Revolution, the British Empire and the Transatlantic Slave Trade, making links across time.

Our approach to History encourages children to analyse sources and explore big historical questions, such as: 'Who were the Vikings and how did they change Britain?' and 'How have the Ancient Greeks influenced our lives today?' Once again, children have extended their learning through homework projects, producing an exciting range of fact files, posters and 3D models.

To enrich their learning, children have taken part in a wide range of educational visits and workshops. These included trips to the Natural History Museum, the British Museum, the Imperial War Museum, the Museum of London Docklands, the Maritime Museum and more—bringing History to life through hands-on experiences.



Geography

Melissa Hayward, Jess Neale & Sarah Manley

At the Bridges Federation, we aim to deepen children's understanding of both the human and physical world through active learning and enquiry in Geography. We encourage children to ask thoughtful questions about how places change, how they are connected, and how they compare to others.

Geography is brought to life through local exploration and 'messy' mapping activities that help build and enrich children's understanding of the United Kingdom and the wider world.

Children apply their geographical skills while learning about mapping, topography, trade and population in topics such as 'Amazing Africa', 'The Natural World', 'Saving Planet Earth', 'Wild Weather' and 'Travel and Trade'. These units allow them to revisit key concepts and make connections through recurring themes such as Rivers, London, and Immigration—covering both human and physical geography.

This year, we've expanded our use of maps across all key stages. Children are now exploring a wider variety of maps including digital maps, satellite imagery, weather maps, political maps and Ordnance Survey maps. This complements our continued use of 'messy' maps, which support children in representing spaces in a personal and creative way.

In EYFS, children begin by naming basic physical and human features in their local environment and recognising landmarks. In Key Stage 1, they learn to identify the seven continents, five oceans, and key capital cities using tools such as atlases and Google Earth. By Key Stage 2, children can use an index to locate geographical features and cities, and begin to work with grid references to read maps accurately.

This year's International Week theme was 'The Olympics', inspired by the Paris Games. Children explored the origins of the Olympics and learned about the different countries that have hosted them throughout history.

Living in London gives us excellent opportunities for fieldwork, and children have enjoyed using their mapping skills to chart important places within the local area. We've also travelled further afield using different forms of transport, such as visiting the Maritime Museum, where children learned more about international travel and journeys by sea.



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.



Dance with Chantel



The Bridges PE 2024-25

SEN Sailing

Robert Browning and Tower Bridge took a small group of children sailing.



Lacrosse



Girls Football continues to be a priority and we are encouraging all girls to give it a try through leagues, clubs and events both in school and at other venues.



Year 4 had cricket coaching with Platform cricket and participated in a cricket competition at Burgess Park.



Mini Marathon

Is this becoming a tradition? The numbers of children participating in the running event in Central London each year is growing.



Sports Day

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

PSHE+R 2024-2025

Pedestrian Training

Our yearly training for Year 3 pupils helping all to be safe near roads.



Met Police

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

Travel Training

Year 6 also receive training on how to navigate a bus journey in preparation for transition to year 7. This includes immersive experiences acted out by TFL staff to discuss risks and what children can do to stay safe.



Groups of children in Y6 received targeted weekly support in the summer term from PESSN staff to support with managing their own behaviour and developing resilience through active sessions.



Year 5&6 had input from Bikeability to prepare them for riding safely on the roads.



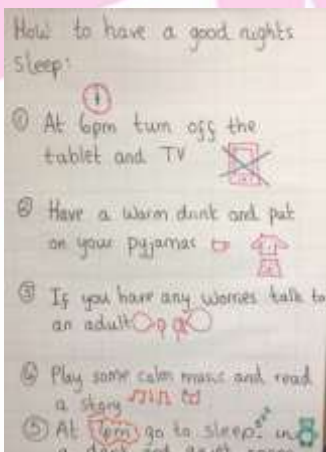
Junior Citizenship



Wellbeing Week

Children considered why sleep is so important and that we all have responsibilities towards achieving good sleep routines.

It was a 'Green Day' for our learning on staying safe through understanding consent and what we can do if we feel uncomfortable with a situation.



Safer Internet Day

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



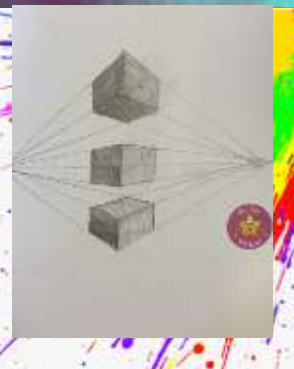
Art

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.

EYFS explored the work of various artists, including Vincent Van Gogh and explored using a variety of materials and tools to create their own artwork. 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 and created some wonderful pieces of artwork using natural materials based on work by Anthony Goldsworthy. Year 3 explored impressionism by studying Picasso and reproducing a piece of work inspired by his 'blue period'. Year 4 studied the work of Jean-Michel Basquiat, while 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. They also visited a clay workshop to create tiles using freshly dug clay from MACE building sites.

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.

We also went on some exciting school art trips this year. Year 2 at Robert Browning went to the Tate Modern and saw 'Solid Light' by Anthony McCall and Year 6 at Tower Bridge visited the Dulwich Picture Gallery for a fantastic 'Mark Makers' workshop.



Design Technology

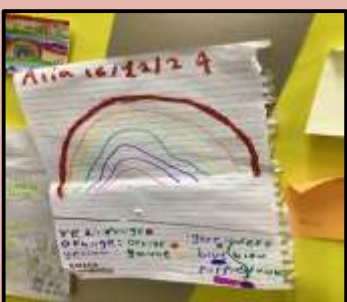
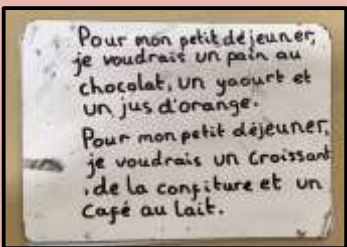
At the Bridges Federation, children are given the opportunity to participate in practical, hands-on activities to explore the design process. Children learn to evaluate existing products and consider how they could be changed, adapted or improved; creating a plan for their own product.

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. 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. Year 2 and Year 5 were also both involved in the Primary Engineering Programme where they had support and input from an engineer to create a vehicle. 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. Year 4 were able to explore textiles and learnt some basic stitches which they then used to sew a bag. Finally, children learn about balanced, healthy diets, as well as a variety of cooking skills. Using this, children design their own three course menus, recipes and snacks and learn how to prepare these safely.



French at the Bridges Federation 2024-2025



This year, Early Years and Key Stage 1 learned French through fun and engaging activities such as songs and games, all linked to well-known topics, helping them develop an early love for learning foreign languages.

In KS2, children used Duolingo to further enhance their listening and reading skills, making remarkable progress and growing in confidence when speaking French. Year after year, we see children becoming more willing to take risks in their language learning, showing resilience and enthusiasm as they build their skills.

In Early Years, the children enjoyed learning and singing French songs, including 'Frère Jacques', 'Ainsi Font, Font, Font', and 'Meunier, Tu Dors'. Through these songs, they explored simple melodies, rhythms, and actions, helping to develop their language skills.

This year, KS1 children enjoyed learning French through lively songs and interactive games. They explored key vocabulary such as numbers, colours, animals, and family members in fun and engaging ways.

In Years 3 and 4, the children learnt about weather, months of the year, counting to and from numbers up to 30, learning about how to describe clothing, expressing opinions and having conversations which involve asking questions about birthdays, age and feelings.

This year, Years 5 and 6 made fantastic progress in French. They learned to talk about food, drinks, seasons, weather, school subjects, and directions, using both past and future tenses. Pupils grew in confidence, speaking in full sentences about their favourite topics. They enjoyed role-play, games, and songs to reinforce vocabulary. Impressively, they also created their own French booklets, showcasing their knowledge through writing and illustrations.

We are so proud to have incorporated French into class assemblies, International Week, and even our Christmas Choir songs this year. The children embraced the challenge with growing confidence and enthusiasm, singing in French beautifully. It has been wonderful to see their progress, and we hope to go even further next year!




Subject leaders:

Hazel Keles
Catherine Kouassi
Helen Preddy


Music at the Bridges Federation

2024 - 2025



This year, Year 1 children have explored a variety of sounds using their voices, bodies, and musical instruments. They have learned five new songs and experimented with changes in pitch, volume, and tempo. Using tuned instruments and singing, they identified high, middle, and low notes while also recognising the distinct sounds of wooden, metal, shaker, drum, and tuned instruments. They created sound effects for stories like *Peace at Last* and improved their listening skills by focusing on live and recorded music. Through movement and performance, they responded expressively to loud, soft, fast, and slow sections, building confidence in musical expression.

Year 2 children have developed their ability to identify high and low pitches and understand the So/Mi interval. They have learned five new songs or chants, followed hand signs to sing **So and Mi**, and read four-beat rhythms using **Ta and Ti-Ti**. Through games, they practiced listening for specific notes while moving to the pulse. They also sorted instruments by pitch, created their own musical patterns and responded to higher and lower sounds in songs.



This year, Year 3 children have made wonderful progress in their musical learning. They explored rhythm, pitch, and composition through a variety of engaging activities. The class learnt six new songs and chants, including some in two parts, and began following hand signs to sing melodic phrases using So, Mi, and La. Rhythm reading was a key focus, with the children learning to read and perform four-beat patterns using quavers, crotchets, crotchet rests, minims, and semiquavers. They practiced saying rhythms using words like **Ta**, **Ti-Ti**, **Ssh**, **Too**, and **Tika-Tika** before tapping them together as a group.

Year 4 children explored pentatonic scales and rhythmic structure through singing, improvisation, and instrumental work. They created and performed 4x4 rhythmic phrases using solfa and notation, experimented with tuned percussion, and listened to pentatonic music from different cultures.

The children in Year 5 developed rhythmic fluency, singing and improvising using d.r.m.s.l. (**Do, Re, Mi, Fa, So**) pitches. They read complex rhythms, performed 8-beat patterns with instruments, and explored cyclical music including Indian classical forms. Children grew in confidence, creativity, and ensemble performance through practical and listening activities.

In Year 6, the children explored compound time through song, rhythm, and notation. They sang and improvised with extended pitch patterns, analysed and performed music in 6/8, and composed their own compound-time songs with accompaniment. Pupils listened to world music and deepened musical understanding.

International Celebration: This year, International Week celebrated The Olympics alongside Black History Month's theme of Reclaiming Narratives. Year 6 performed confidently on the African drum, showcasing their learning. The school choir sang *Bonjour Bonjour* and the lovely Congolese song *Si Si Si*. All the children joined together in a joyful performance of *This Little Light of Mine*, celebrating unity, culture, and shared stories.

Talent Show: Some key stage 2 children proudly took part in a talent show, where some showcased their beautiful singing while others impressed everyone by playing their favourite instruments with confidence.

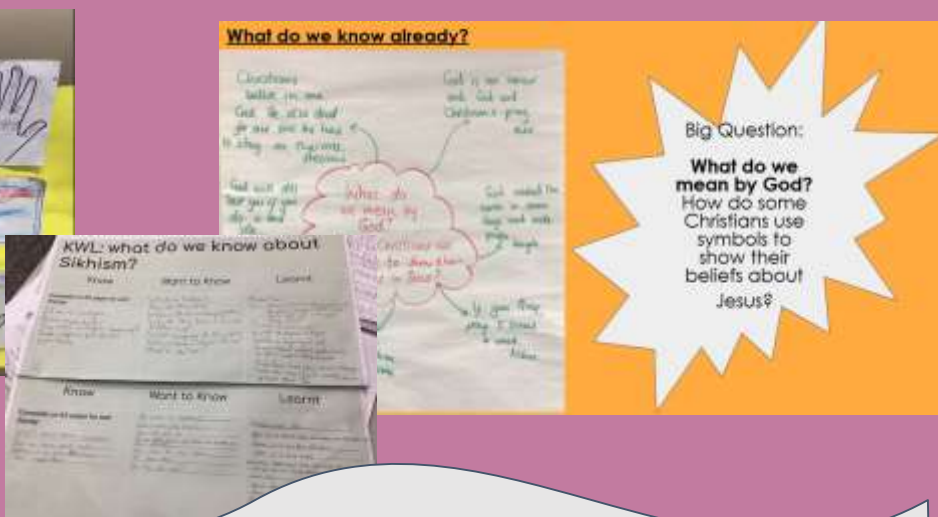
Southwark Listening Project: The children learnt about composers, performers and a wide range of musical genres through the Southwark Listening Project, learning historical facts to contextualise the pieces.

Musical Theatre Club: Children in KS2 continue to develop not only their skills as singers and performers, but socially and personally, as part of this ongoing popular after school club.

Subject leaders:

Hazel Keles
Catherine Kouassi
Helen Preddy





Religious Education

Each class from Year 1 to Year 6 follows the Southwark Agreed Syllabus for RE. Children study different concepts, such as 'creation' or 'right and wrong' across the academic year. Through these, they explore different questions, such as 'how did we get here?' or 'how do we know what is right or wrong?'

The children answer the questions by using their own personal knowledge and also by hearing about other Religions and Worldviews. They use different sources of evidence: handling objects in the classroom, taking part in discussions and debates, and through the use of role play. The curriculum is enhanced by trips and by visitors to the classroom. They present their ideas in lots of different ways and work in groups, as a class or individually.



Sarah Manley

In Early Years, children often discuss 'Would you rather?' questions, this helps them to give reasons for their ideas and thinking. They work as a class or in small groups.



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.

A community of enquiry is established when the children are given a stimulus to consider (this might be a story, a picture, a scenario or even a piece of music!). 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 discussion. Children are encouraged to listen, consider and reflect on the enquiry.

Build Upon
 "I would like to add to what ____ said..."
 I see what ____ is saying.
 Another example is..."

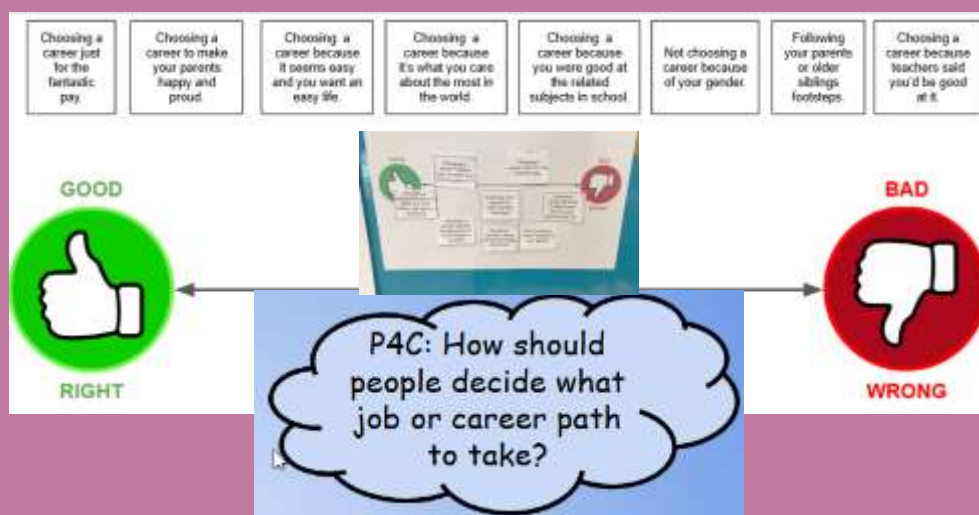
Why do all great empires eventually collapse?

How do global superpowers influence the world today?

What would Britain be like today if the Romans never left?

What would Britain be like today if the Romans never invaded?

Sometimes P4C lessons are linked to other learning, such as PSHE, History or RE.



Sarah Manley



Rainbow Class 2024/2025



It's been another busy year in Rainbow Class. This year, our topics included London, Explorers and Water.

We started the year by moving classrooms. We've had so much fun learning, playing and exploring in our outside spaces.



In the Autumn Term we learnt about the Romans and their contribution to the city of London, the Great Fire Of London, London buildings old and new; the Windrush generation and their contribution to the rebuilding of the city post World War 2. In the Spring Term we learnt about explorers and took a sensory journey across the south pole. For the Summer Term we learnt about water: washing our hands, brushing our teeth, washing our bodies and the water cycle.



Thank you to all our parents who attended our curriculum cafe



We had so much fun completing the mini marathon



We love learning in different ways

We loved learning about the Olympics for International Week



Sunshine Class 2024/2025



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

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

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

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



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



2024 - 2025 RED CLASS



Year 1 loved learning how to dance!



We enjoyed reading and improving our phonics. The librarian came to visit and read us stories.



We had great fun celebrating World Book Day, our costumes were amazing!



We went to the park for the mini marathon.



A beekeeper visited and we spotted the Queen Bee in her hive.



We visited the Science Museum. We loved the interactive play area and using our investigation skills!



We worked hard on our creative homework projects.

Orange Class 2024-2025



This year we have been on lots of exciting trips, taking our learning outside the school! We visited the **Tower of London**, **Museum of London Docklands**, **Tate Modern**, the **Royal Observatory** and **Beckenham Place Park**!



In April we all took part in the **London Mini-Marathon**. Some of us even earned a medal by running the final mile of the course in central London.



In Art we were inspired by Sonia Boyce and Andy Goldsworthy.



In December, we had so much fun putting on a performance of ***The Jolly Christmas Postman***. We loved singing and acting for friends and family.



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



We were lucky enough to have specialist teachers for **dance and music**. We loved our lessons with Chantal and Nicola.



We took part in the **Primary Engineers** programme and made fantastic vehicles with the help of a real-life engineer! Some of us took them to an inter-school competition!



International Week had an Olympic theme!



We got to try playing different instruments in Music and learn about pitch and tone.



Yellow Class 24/25

We had Jana come in and teach us about road safety, we practised on our local streets.



Yellow class loves P.E!



In Year 3, we loved reading Flat Stanley and learning all about Egypt. We loved being able to share this with our family at our Year 3 assembly!



Yellow class loved Dance at the start of the year and learning

new moves and skills.



We run our daily mile every day and got to do our own mini marathon at Burgess park!

Celebrating VE day and having a whole school picnic was one of our highlights of the year.



We LOVE football in Yellow class, our girls were lucky to go to a football tournament and have some extra training.

We have really enjoyed learning about The Iron Age, Ancient Egypt and The Rainforest in History and Geography. As well as all our Science, Art, DT, R.E., French and

THIS IS GREEN CLASS

2024 - 2025



We had great fun celebrating World Book Day, everybody's costumes were amazing!



We got to try new areas of learning like dance.



During international week we did lots of learning about the Olympics then created paintings and a poem about it.



We had great fun during our VE day celebrations, we did different activities and had a class picnic at the end of the day.

Blue Class

24-25



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

We had a fire safety workshop.



We have enjoyed running this year. We completed a fun run and the mini marathon at Burgess Park.

We went for a walk along the River Thames to look at all the bridges for our DT learning.



We had a workshop all about the environment and how we should look after the Earth we live on.

We enjoyed learning all about Bees in the Honey Bee programme we were involved in.



We went to The Museum of London, Docklands to learn more information for our topics, 'Trade and Travel' and 'The Victorians'. We loved dressing up as Victorians and smelling the different spices being introduced to the UK.



Thank you to everyone who came to watch our class assembly based on 'The Titanic'.

We made remote control cars during DT. We then got to showcase our cars at the Primary Engineers awards.

Purple Class 2024 - 2025

Purple Class have had a fantastic final year at Robert Browning.



In the Autumn, we studied World War Two so we visited the London Museum Docklands where we got to experience what it would have been like inside an Anderson Shelter.



During International Week, we produced some excellent Olympics inspired artwork and we put on a drumming display for parents.



We had the opportunity to take part in the Southwark Junior Citizenship scheme and learn how to stay safe outside of our homes and school.

We were proud of the hard work we put into completing homework projects.

During the Mini Marathon, we had lots of fun and showed great resilience.



After spending time during PE lessons playing rounders, it was great to go to Burgess Park to have a mini tournament.



After a visit to Pizza Express, we all enjoyed eating delicious pizza together.



Goodbye and Good Luck Year 6!

Class of 2025!

Ire	Chloe	Ennur	Genesis
Mofe	Livinny	Kamarley	Zak
Samy	Mariam	Abbey	Samuel
Kaiden	Serene	Angela	Jaydena'e
Thiago	Kameron	Frankie	Felicia
Aaron	Kayah	Joshua	Adar
Sophie	Faisal	Hibatullah	Jack
Billy			

Secondary School Destinations:

Ark Globe	City Of London Academy
Ark Walworth	Haberdasher Aske's Borough
Ark All Saints Academy	London Nautical School
Harris Academy Bermondsey	The Charter School Bermondsey
Harris Academy Peckham	Lilian Baylis Technology School



Term Dates 2025 – 2026

Autumn term

- Wednesday 3 September - Friday 24 October 2025
- *Half Term: Monday 27 October - Friday 31 October 2025*
- Monday 3 November - Friday 19 December 2025

Spring term

- Tuesday 6 January - Friday 13 February 2026
- *Half Term: Monday 16 February - Friday 20 February 2026*
- Monday 23 February – Friday 27 March 2026

Summer term

- Wednesday 15 April - Friday 22 May 2026
- *Half Term: Monday 25 May - Friday 29 May 2026*
- Monday 1 June - Friday 17 July 2026

