



Tower Bridge Primary School

Annual report to parents
2024-2025

Contents

- From the Chair of Governors
- From the Executive Headteacher
- School Staff
- The Governing Body
- Key Information
- Home School Agreement
- Vision and Values
- Questionnaires
- Attendance
- School Leaders
- Community
- Enrichment
- 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 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!

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 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





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 Snowfields 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

@snowprimary.bsky.social

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/Sadia Ahmed	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
Mary Nameke	Cleaner
Vida Nkrumah	Cleaner

Class Name	Year Group	Class Teacher	Teaching Assistant
Sunshine	Nursery & Reception	Rose Grosvenor	Susan Crawford Sophia Grinnon-Powell Dallendyshe Shehu
Red	Year 1	Rosa Castillo	Michelle Moran
Orange	Year 2	Jess Neale	Katrice Rose
Yellow	Year 3	Hazel Keles	Tammy Gilbert
Green	Year 4	Emily Sellicks	Elijah Sterling-Bourne
Blue	Year 5	Melissa Leeder	Tony Mighty
Purple	Year 6	Kate Romain	Fadoua Hadad

Governing Body 2024-2025

Name of Governor

Status

Kate Wooder MBE	Executive Headteacher
Sarah Manley	Headteacher (Robert Browning)
Natalie O'Donnell	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)
Venessa Smith	Parent Governor (Tower Bridge)
Jessica Hodgson	
Noor Rassam	Co-opted (Chair)
Winston Yap	Co-opted
Charlie Dias	Co-opted
Giulia Sciolla	Co-opted (Vice Chair)
Saad Naqvi	Co-opted
Rob Johnston	Co-opted
Ruth Martin	Co-opted
Mckhylla Folkes-Hunningal	Co-opted

More information can be found on our school website.

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
Hayley Cutchey
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:

Resources (Winston Yap - Chair of Committee)

Standards & Curriculum (Ali McCulloch - Chair of Curriculum Committee)

Key Parent Information

COMMUNICATION



We send a weekly newsletter with key information via email every week. 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. or unplanned events. You can also contact the school via the Arbor App through the messages. You can also speak to Helen and Laura daily on the gate, or to teachers at the end of each day.

DAILY SCHOOL LIFE

Please make sure that items of clothing have your child's name on it, particularly jumpers and cardigans.

Children should bring a water bottle in each day, and their reading journals. 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.

Our gates open at 8.45 and close at 9.00am each day. At the end of the day gates are open at 3.30pm. Please ensure you communicate with the school if there are pick up changes or if you are running late to collect.

Please remember our school is a professional environment. We expect all parents to dress and behave appropriately at all times when on site. Please do not use your mobile phone on site.

MAGNA AFTER SCHOOL WRAP AROUND CARE

We use Magna as our after school wrap around care provider, and they are based at Snowfields Primary School. Their sessions run daily from 3.30 - 6.00pm. Parents wishing to use this service can register with Magna and use their online booking system to book the days they require. Staff from Magna collect children from the playground at 3.30 and walk them safely to Snowfields. Parents will collect children from Snowfields.



LUNCHES

All children receive a free Southwark healthy school meal.

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.

UNIFORM

White shirt, polo shirt or blouse; **grey** skirt, tunic or trousers; **navy** cardigan or sweatshirt.

Summer (optional) plain grey shorts (not football shorts); navy and white dress.

Shoes - we recommend children wear shoes they can run in - shoes should have heels and toes covered so please do not wear crocs or sandals etc

Jewellery - children may wear small stud earrings. Necklaces, bracelets and hooped earrings should not be worn.

PE KITS

P.E plain navy or black shorts, leggings, or jogging bottoms; white t-shirt; trainers for outside P.E.



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

Enrichment clubs are run after school from 3.30 - 4.30. Each term different clubs are offered via a google form sent by email or the Arbor App. We ask parents to register their child's interest in a club, and you will be notified separately if your child has a place.

The cost of joining a club is £20 per term.

We work hard to ensure that this is affordable for all. If your child receives Pupil Premium funding, they may have one club per term allocated free of charge (spaces depending). 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 meets our expectations.

BREAKFAST CLUB

Breakfast Club is run by our Learning Mentors. It opens every day at 8.00am and food is served until 8.30am. You should book and pay for this on Arbor. The cost of the service is £2 each day. From September we will no longer accept cash payments.



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 PUPIL I WILL:

- 1.Do my best at all times, show resilience and independence.
- 2.Respect myself, each other and the school environment.
- 3.Be kind, keep myself and others safe.
- 4.Be on time in the correct uniform and ready to learn.
- 5.Complete my homework and read at home.

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.

UNIFORM

White shirt, polo shirt or blouse; **grey** skirt, tunic or trousers; **navy** cardigan or sweatshirt.

Summer (optional) plain grey shorts (not football shorts); navy and white dress.

P.E plain navy or black shorts, leggings, or jogging bottoms; white t-shirt; trainers for outside P.E.

Tower Bridge Primary School Values

At Tower Bridge we learn and succeed together

Teamwork

Overcoming challenges

Welcoming everyone

Excellence, enjoyment and effort

Respect for all

Be the best we can be - believe

Resilience and responsibility encouraged

Independent learners shine

Diversity is celebrated

Goals are aspirational

Engaging everyone everyday





Tower Bridge Pupil Review Meetings - November 2024

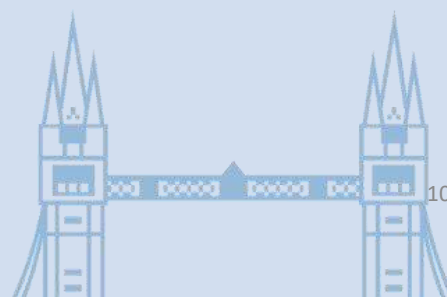
Thank you to everyone who returned their questionnaires. Here are your views on the school:

Parent questionnaires (116 returned)

Question	Yes
Staff are approachable and make me feel welcome	99.1%
My child enjoys school	99.1%
My child is safe at school	99.1%
I think that behaviour in the school is good	98.3%
My child is learning and making progress	98.3%
The school helps me to support my child's learning	99.1%
I would recommend this school to another parent	97.1%

Pupil questionnaires (153 returned)

Question	Yes
Staff are friendly and I can talk to them	98.7%
I enjoy coming to school	94.8%
Lessons are challenging, interesting and fun	94.8%
I am learning and making progress	96.7%
Adults in school help me to do as well as I can	98.7%
Adults in school explain to me how to improve my work	98%
I feel safe at school	97.4%
I behave well in school	100%
I think that behaviour in the school is good	89.5%
I know what to do if someone is unkind to me	94.8%
Adults in school deal with children who are being unkind	96.1%
I know how to stay safe when using the internet	91.5%



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
--	--	---	---	---

Year	19-20	20-21	21-22	22-23	23-24	24-25
Attendance	95.9% (Up until 20.3)	95.7% (A) 94.5% (S/S)	92.3%	93.2%	94.4%	94.2%
Punctuality	3.5%	3.1%	5.9%	4.1%	3.2%	2%

The School Day

EYFS 8.45-9.00am Registration Nursery 9.00am-3.30pm Monday to Wednesday Reception 9.00am-3.30pm Monday to Friday	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
--	---	---

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

All of our school leaders have taken on key responsibilities that support the smooth running of school life and help strengthen our school community. Each week, leaders attended a meeting to learn which children had been nominated for a STEM, Creative Arts, Sports or Tell a Good Tale reward. They then discussed with their teams who should receive the certificate and proudly presented it during our weekly Celebration Assembly. Across all roles, leaders have consistently demonstrated responsibility, teamwork and a commitment to celebrating others.



School Council



STEM Leaders



Sports Leaders



Creative Arts Leaders

Each leadership group also enjoyed unique opportunities linked to their areas of focus. STEM Leaders visited the world-renowned BETT Show in January, where they explored cutting-edge educational technology and met fellow leaders from across the Bridges Federation. They also led a whole-school assembly for Safer Internet Day. School Council members, elected from each Key Stage 2 class, took part in a presentation skills webinar, enjoyed a 'Takeover Day' at Tower Bridge Museum and visited the Veolia Recycling Centre. They also raised money for the NSPCC by hosting a 'Wear Green' day and selling mince pies, tea and coffee at the Key Stage 1 Christmas performances. Sports Leaders promoted health and fitness by running the Daily Mile, maintaining PE equipment and helping to plan and lead our Sports Day. Creative Arts Leaders helped organise and present our International Week performances, contributed to our International Week display, shared their own writing and recognised others' achievements with certificates. Each group has made a fantastic contribution to school life—we are so proud of their efforts this year!



Community and partnerships



ESTABLISHED
1756
**BOROUGH
MARKET**

tcs

**TATA
CONSULTANCY
SERVICES**



**TRANSPORT
FOR LONDON**



**BANKSIDE
OPEN SPACES
TRUST**

VEOLIA

**MARLBOROUGH
SPORTS GARDEN**



We have been so lucky this year to work alongside many different partnerships which offer so many wonderful opportunities to the children. This year, thanks to Marlborough Sports Garden, we were able to take part in the Mini Marathon for the first time. We also had a visit from the Museum of Archeology to support history learning, and we were part of the School Food Matters Gardening Club and Honeybee programme. We have also worked closely with Tower Bridge to take part in a museum takeover day.



Enrichment on Fridays

This year the children have been choosing enrichment activities one afternoon each week, led by adults. This is to learn with others, build resilience and to prepare for future decisions they will make as learners as they get older.





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 (28% of the school roll.) 10 of these pupils have Education Health and Care Plans. A further 5 EHCP applications are currently in progress. The main area of need (70% of SEND pupils) is speech, language and communication difficulties (including pupils with Autism.)

The SEND Budget for 2024-25 was £64,034

Academic Progress

Last year our children with SEND made good progress across the curriculum. 57% of SEND children made the expected progress in reading, 55% for maths and 60% writing. Children with EHCPs made their small steps of progress towards the individual targets on their plans.

Here are some of the ways in which our pupils with SEND like to be supported in school...

I use blocks in maths to help me answer questions.

Mark my work with lots of green pen!

Breathing to help me calm down.

When I'm spelling, I sound out the word using the sound of the letter instead of the name.

Let me have a go for 5 minutes before you ask me if I need help.



SEND provision



Our SEND pupils at Tower Bridge are lucky to be supported by our amazing staff team. We are also fortunate to have some fantastic external professionals to help us.



Jack Spawton-Rice,
Educational Psychologist



Polly Burton, Speech and
Language Therapist



Livia Palotai, Play
Therapist

Charlotte Lagoni and
Vinisha Kurup,
Groundwork Mental
Health Support Team



Kevin Jewell,
Teacher of the
Deaf



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

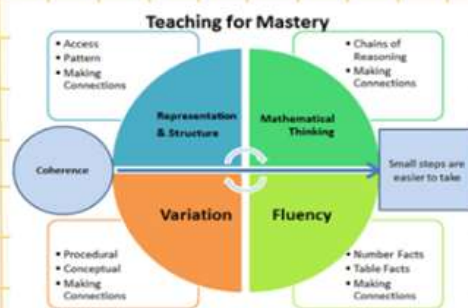
At the Bridges Federation, we view mathematics as a creative and essential discipline that encourages curiosity, logical thinking and problem solving. Aligned with the National Curriculum, we aim to make maths an enjoyable and meaningful experience for all children.

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.

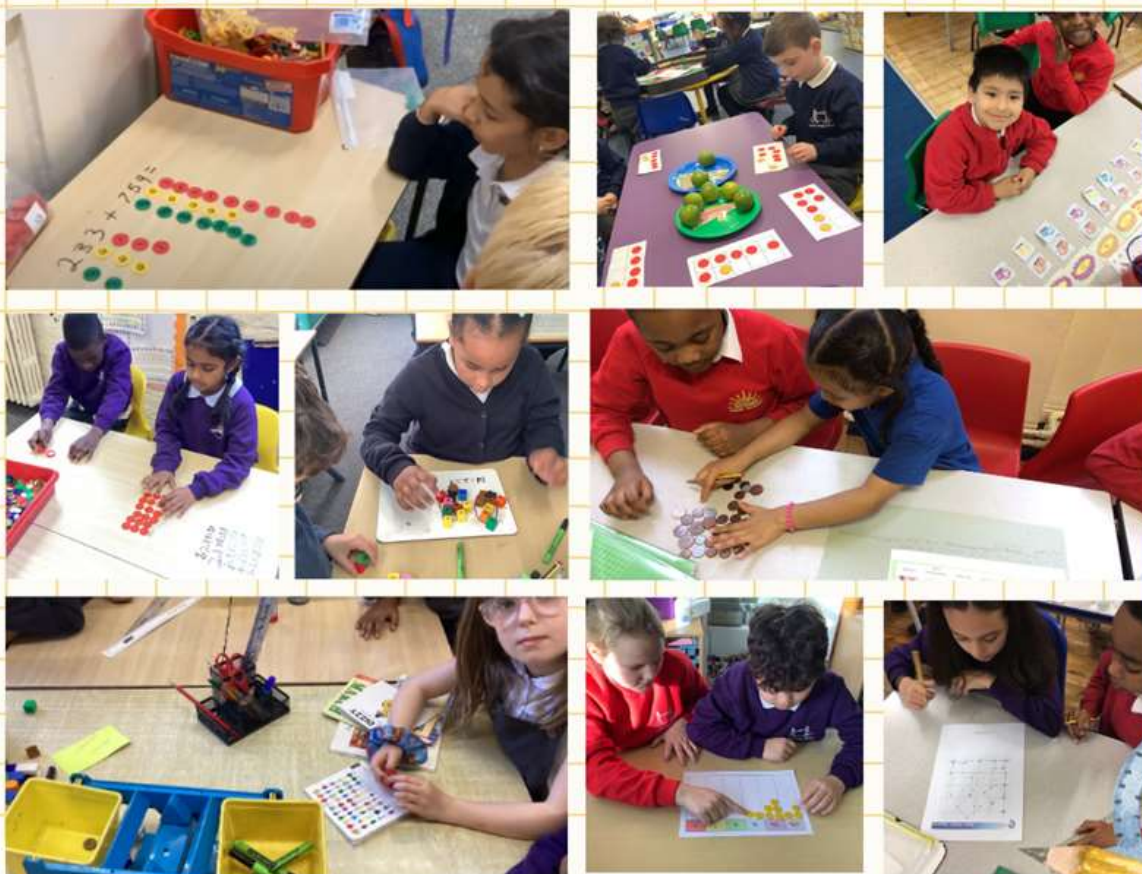
To support this, we use the CPA (Concrete, Pictorial, Abstract) approach, helping children move from hands-on exploration, to visual representation, to abstract reasoning. This progression supports a deeper understanding of mathematical ideas and makes abstract concepts more accessible.

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.



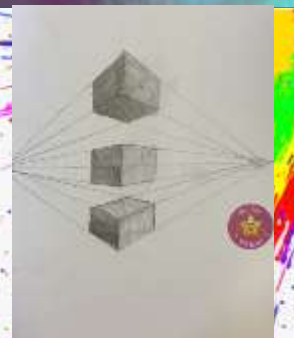
Art

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 looked at 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.

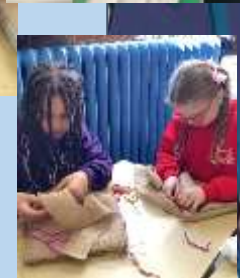


Design Technology

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.



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.



Subject leaders:

Hazel Keles

Catherine Kouassi

Helen Preddy



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.

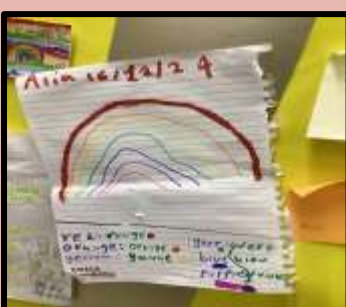
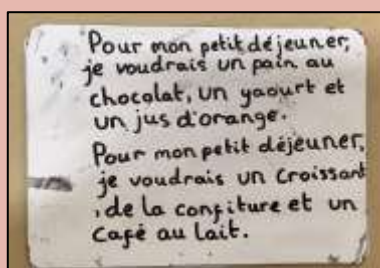
In Early Years, the children enjoyed learning and singing French songs, including 'Frère Jacques', 'Ainsi Font, Font, Font', and 'Meunier, Tu Dors'. Through these songs, they explored simple melodies, rhythms, and actions, helping to develop their language skills.

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 year 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, Year 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!



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.



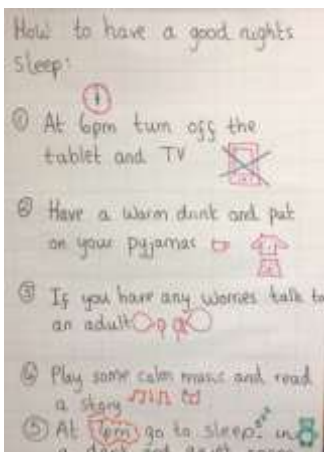
Junior Citizenship



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.



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.

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.



Music at the Bridges Federation

2024 - 2025



Year 1 and 2

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 speed. 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 sounds 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 DRMFS (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.

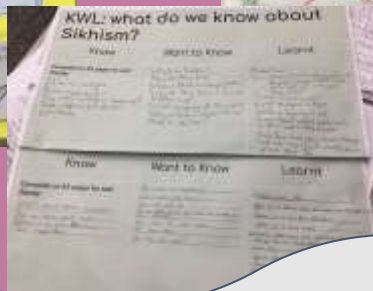
Talent Show: Some key stage 2 children proudly took part in a talent show, where some showcased their beautiful singing while others impressed everyone by playing their favourite instruments with confidence.

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.



Subject leaders:

Hazel Keles
Catherine
Kouassi
Helen Preddy



What do we know already?



Big Question:

What do we mean by God?
How do some Christians use symbols to show their beliefs about Jesus?

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..."

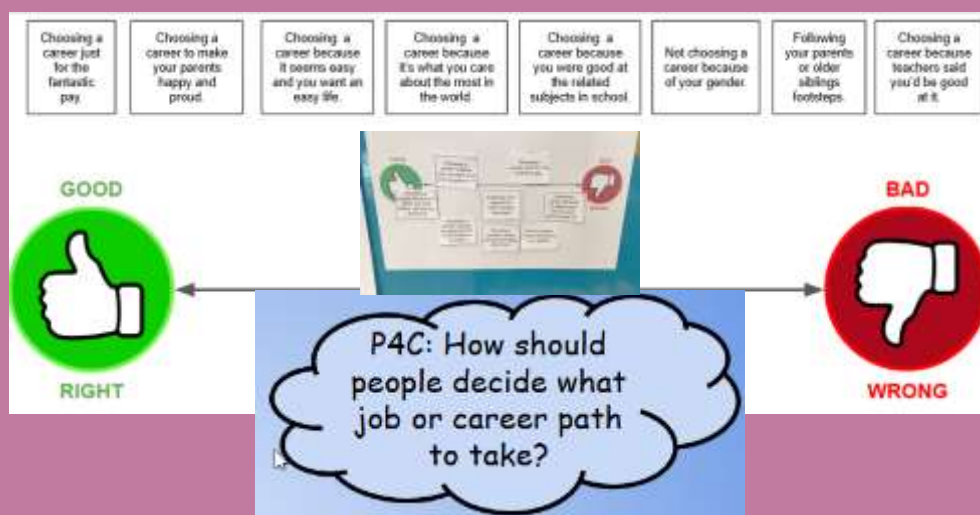
Why do all great empires eventually collapse?

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



Sunshine Class

2024-2025



We have had such a great year in the EYFS 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 have had plenty of opportunities to dress up; our favourites have been International Day, World Book Day and wearing green for the NSPCC during our Wellbeing Week.

We had a fantastic 'Drama 4 All' workshop which was all about castles, knights and princesses and gave us the chance to have lots of fun using our imagination.

We were very proud of ourselves for singing so beautifully in our Winter Concert, and our festive party was brilliant. We loved dancing and playing party games! We have also had a great time learning about other celebrations, such as Lunar New Year and Diwali, and making heart shaped sandwiches for Valentine's Day was lots of fun, as was our Easter egg hunt!

Practising yoga and mindful meditation has been so beneficial for our wellbeing and has really helped us to be able to stay focused and concentrate on our learning.

Another great experience we have enjoyed is having our own caterpillars and we have loved seeing the stages of metamorphosis for ourselves, even if we were sad to say goodbye to the beautiful butterflies when we set them free!

More recently, we all had a very eventful Sports Day in the playground and also took part in our Celebration Assembly.

What an amazing time we have had in Sunshine Class!





Year 1

2024-2025 Red Class



Outdoor Science lessons looking at Autumn changes.



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



Christmas Celebrations and Christmas play



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



There have also been some amazing homework projects created this year.



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



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.



Orange Class 2024-25



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!



Lots of fun was had celebrating VE Day! We learnt about the history of the day, made scones and had a fun party.



We visited the National Maritime Museum to find out all about Arctic Explorers!



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



We loved our KS1 play called 'Santa's Hat'. We performed to everyone at school and our adults.



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



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



We had some incredible visitors come in this year! A highlight was getting to explore real Roman artifacts with archeologists!



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

Yellow Class

2024-2025

Class Teacher: Hazel Keles

Year 3 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 4!



We took part in a drama workshop which was based on the theme of space!



We enjoyed taking part in Bikeability and learning how to ride a bike!



In DT, we created fruit kebabs!



We celebrated International Week by wearing our traditional clothing.



As part of our Geography learning, we went on a local walk around Tower Bridge!

Year 4 - Green Class 2024 - 2025

Emily Sellicks



What an incredible year it has been in Year 4! From the very start, the classroom has been buzzing with energy, curiosity, and a love of learning. This year has been jam-packed with enriching experiences, both in and out of the classroom, giving the children countless opportunities to grow, explore, and be inspired. We've had a whirlwind of workshops and trips that have truly brought our learning to life. A particular highlight for many was our unforgettable science workshops in Hyde Park, where we watched things whizz, pop and bang! Our horizons were broadened by visits from real-life role models, including an inspirational lacrosse teacher—who we're proud to say will be playing in the upcoming Olympics—and a visiting scientist from the Linnean Society who sparked our scientific curiosity even further. Back in the classroom, the children have thrown themselves into every subject with enthusiasm and imagination. In English, our creativity has flourished, with rich discussions and writing inspired by classic texts like *Charlie and the Chocolate Factory* and the gripping tale of Ernest Shackleton's Antarctic journey. In Maths, our resilience and problem-solving skills have grown from strength to strength. Whether tackling tricky challenges or exploring new concepts, the children have shown determination and perseverance throughout. Science has been a particular favourite this year—topics like electricity and classification have lit up our imaginations and deepened our understanding of the world around us. And of course, we can't forget Bikeability! Every single one of us can now confidently ride a bike without stabilisers—a huge achievement that we're still talking about with pride! As we wrap up the year, we couldn't be prouder of how far the children have come. Their curiosity, creativity and courage have shone through in everything they've done. Here's to a well-deserved summer break and all the exciting adventures that await in Year 5!



Blue Class - year 5



This year has been filled with enriching experiences and memorable opportunities for our pupils, both inside and outside the classroom. A particular highlight was our trip to a Flag Football event hosted by the Chicago Bears. The children enthusiastically took part in training drills, met the team mascot and had the honor of receiving a signed photo from Charles "Peanut" Tillman. Furthermore, during International Week, we focused on the Olympics and celebrated our learning with a singing performance for parents. In the lead-up to the festive season, pupils designed and built impressive life-sized lanterns of Santa and candles, which were proudly displayed in the Annual Lantern Parade along the River Thames. The children also showed great respect and maturity during a Remembrance Day ceremony at the Memorial Arch at Guy's Hospital. We also welcomed several visiting workshops that enhanced our curriculum and supported the children's personal development. These included sessions on fire safety, rail safety, and science, along with workshops delivered by Groundwork focusing on mental health and emotional regulation. Pupils also enjoyed a school disco and took part in specialist sports sessions in dance, cricket, lacrosse and cycling. In addition, our science learning was further enriched by a visit to Harris Academy Bermondsey, where the children explored chemical reactions through hands-on experiments. We also attended Schools Day at The Kia Oval, where pupils watched a live cricket match and participated in a range of engaging activities. Later in the year, we celebrated VE Day with a picnic in the playground, held our sports day at Southwark Park and visited the apiary at Brockwell Park to learn more about honeybees. It has been a rewarding and inspiring year for all.





Year 6

As we wrap up a fantastic year and the children prepare for their transition to secondary school, we look back on all the exciting things we've done together.

In the Autumn term, we launched our World War II topic with a memorable visit to the Imperial War Museum. Pupils developed independence and responsibility through TfL's Travel Bus Training and the Southwark Junior Citizenship Scheme. Highlights included a flag football event hosted by the Chicago Bears, a Girls' Sports Festival celebrating teamwork and fitness, and the start of our exciting school partnership with JSS, offering pupils early insights into the world of work.

In the Spring term, the children rose to the challenge of preparing for their SATs with determination and a positive mindset. Alongside their hard work, they enjoyed a range of exciting opportunities: taking part in a mini marathon at Southwark Park (with some running an impressive 7k!), visiting the Dulwich Picture Gallery for a creative art and mindfulness workshop, and representing the school at a football tournament in our brand-new kit. We also returned to the JSS offices, where pupils conducted market research and showcased their creativity by designing and presenting their own product ideas.

In the Summer term, we made the most of the sunshine with a range of exciting trips, performances and sporting events. As part of our Evolution topic, we visited the Natural History Museum, and pupils showcased their athletic talents in a rounders tournament at Burgess Park and an athletics meet at Southwark Park. We took part in a live event with author David Walliams, explored science in a hands-on workshop, and built our cycling confidence through Bikeability training. One of the term's highlights was our production of Hercules, where pupils dazzled with their acting, singing and stage presence. We also attended a schools' event at the Oval Cricket Ground.

To mark the end of our time at primary school, we celebrated in style—with a trip to the Olympic Park, a water fight, pyjama day and a memorable day at Brighton Beach. Phew—what a way to end the year!



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

Haberdashers' Borough Academy

Harris Academy Bermondsey

Mulberry Academy

Notre Dame Roman Catholic Girls' School

Pimlico Academy

St Saviour's and St Olave's Church of England School



Term Dates 2025 - 2026

Autumn Term

Wednesday 3rd September 2025 – Friday 24th October 2025

Half Term Monday 27th October 2025 – Friday 31st October 2025

Monday 3rd November 2025 – Friday 19th December 2025

Spring Term

Tuesday 6th January 2026 – Friday 13th February 2026

Half Term Monday 16th February 2026 – Friday 20th February 2026

Monday 23rd February 2026 – Friday 27th March 2026

Summer Term

Wednesday 15th April 2026 – Friday 22nd May 2026

Half Term Monday 25th May 2026 – Friday 29th May 2026

Monday 1st June 2026 – Friday 17th July 2026

