



# Primary Formal Pathway

# This is our school

Mowbray School has two education sites, split across Bedale and Ripon. Both sites are for children of Primary age 3 - 11 years. Through the admissions process, Bedale site offers places for Secondary aged pupils.



Bedale Site Entrance



Ripon Site Entrance

# S.U.R.E

Our school ethos is SURE and underpins all learning and values that parents, pupils and staff share and wish to promote and develop.

**SURE stands for 'Achieving Success through Understanding, Respect and Endeavour'**

## **SUCCESS**

Mowbray School teaches children the skills and knowledge they need to help prepare them for adulthood, meet their emotional needs and well-being. Success is relative to each individual and measured by each pupil achieving his or her true potential.

## **UNDERSTANDING**

We understand that all children have different educational needs and those we educate have significant difficulties.

## **RESPECT**

Pupils need to respect their own abilities and raise their own self-esteem to enable them to achieve their potential.

## **ENDEAVOUR**

Mowbray School helps young people with significant and complex learning difficulties to achieve their best. We provide education appropriate to each individual child and recognise the need to address the whole child to ensure that his or her social, physical, cognitive and emotional needs are interwoven in their education.

# Staff to know



Jonathan Tearle  
*Executive Headteacher*



Jade Gartside  
*Assistant Headteacher (Ripon)*



Karen Pickles  
*Head of School*



Kirsty Wood  
*Formal Pathway Lead*



Katie Oliver  
*Deputy Headteacher  
(Head of Primary)*



Katharine Keohane  
*Parent Support Advisor*



# Formal Pathway Curriculum

The Formal curriculum is designed to meet the needs of learners who can sustain learning activities and tasks for prolonged amounts of time. It has a very “mainstream” feel about its content, and its delivery is very carefully matched to the needs of the learners. A child's EHCP outcomes are integral to their learning.

This Pathway is designed to support children to develop and strengthen their independence skills, equip them with the correct skills needed for everyday life challenges and to support them being able to develop their greater self-responsibility and begin to self-regulate.

The curriculum is fluid for each individual child depending on their needs, children can move between the pathways to ensure that opportunities are maximised to enhance outcomes.



Pathways	Learner Story
Sensory Pathway	<p>Sensory learners account for less than 2% of our current cohort. They present as non-verbal communicators, typically with limited gross and fine motor skill coordination. Comprehension and acknowledgment of the world around them is limited. The curriculum they follow is intended to stimulate and nurture interaction.</p>
Semi-Formal Pathway	<p>These learners enjoy taking part in a varied timetable. They often have speech and language difficulties, and are generally very reliant on adult support to keep safe as they will frequently be unaware of environmental or situational dangers. Balance, coordination and strength are frequently in need of individual exercise programmes. Communication may be verbal, but often supported through Makaton and software / IT facilities. The continuity of staying with one teacher for most of the day helps reduce interruptions to learning and reduce anxiety caused by swapping classrooms.</p>
Formal Pastoral Pathway	<p>The learners in the Formal Pastoral pathway are on their way to becoming less reliant on adults to organise themselves and manage their emotions and behaviour. Over time, learners may develop sufficiently to progress into the Formal Pathway. These students will often exhibit emotional challenges that need to be overcome in order to reach their potential.</p>
Formal Pathway	<p>These students are learning to be self-reliant, manage everyday situations, resolve issues independently of adults. They will face individual challenges, and perform at a lower level than age-peers in a mainstream school. They may go on to study at college or take up a supported internship when they leave Mowbray School. Meaningful employment and assisted or independent living are also very likely.</p>
Independent Pathway	<p>Although less than 5% of the school cohort, the independent learners are very noticeable. Performing similarly to their age peers in mainstream school. These are our most academically able students, often being entered into Level 2 qualifications (GCSE / BTec). Depending on ambition, they could go to college, get an apprenticeship or enter into employment after leaving Mowbray School.</p>



# Curriculum Content

## Semi-Formal Pathway

- Communication
- Cognition
- Personal and Physical Development
- Skills for Life

## Formal Pastoral Pathway

Maths , English, Science,  
Art, Music, Drama (**Creative Development**)  
Computing, Life Skills, DT, Cooking, Farm (**Practical Development**)  
PE, Outdoor Learning, Outdoor Education (**Physical Development**)  
Humanities, PSHE, Citizenship, RE, Languages (**Understanding the World**)

## Formal Pathway

Maths, English, Science, Art, Music, Drama, RE, PSHE Computing, Life Skills,  
and choose options of: DT, Cooking, Farm, PE, Outdoor Learning, Outdoor  
Education, Horticulture, Humanities, PSHE, Citizenship, Languages.

## Independent Pathway

As in the Formal Pathway whilst also, studying an appropriate Range of  
externally recognised qualifications at Level 1 and Level 2 including GCSE,  
BTEC



# Maths

Over the course of an academic year in Maths, Formal Pathway children focus on the following topics in lesson; Number and Place Value, Length, Mass, Weight, Addition and Subtraction, 2D and 3D Shape, Time, Money, Capacity and Volume, Fractions, Multiplication, Division and Position and Direction.

Maths lessons can be delivered practically, theoretically and through the online learning programmes, Sumdog and Mathseeds.

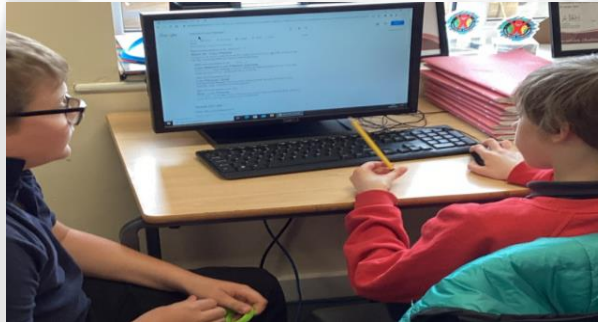




# English and Phonics

Within the Formal Pathway, children focus on Reading, Comprehension, Handwriting, Composition, Speaking, Listening and Grammar, Punctuation and Spelling. English lessons can be delivered through traditional reading and writing lessons, group work, creative art, research tasks, online learning programme (Reading Eggs) and performance.

Some topics of focus are; Traditional Tales, Instructions, Poetry, Stories from other Cultures, Fantasy and Recounting Familiar Events.



## Phonics at Mowbray

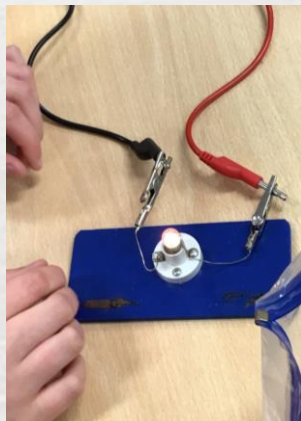
Our phonics programme is the government validated SSP, 'Twinkl Letters and Sounds'. Phonics is taught as both a discrete session and embedded into everyday learning and routines.



# Science

Many of our Science topics are delivered through high engaging, interactive, practical lessons.

Some topics that have been covered include; Animals including Humans, Plants, Living Things and their Habitats, Sound, Electricity, Light, Properties and Materials, Evolution and Inheritance.





# Creative Lessons

Children in the Formal Pathway also have lessons to develop their knowledge, understanding and creative skills in Art, Music, Drama, Design Technology (DT) and Computing.





# Other Important Lessons

Over the course of the academic year, children also focus on the following subjects; Geography, History and PSHE. Below is a list of the topic areas that children may cover.

## Geography

- Scotland
- Other Countries in Europe
- Beautiful Bedale
- Coastal Towns
- Americas
- Leisure Time
- France
- Kenya
- The Alps and Mountain Ranges

## History

- Remembering the Past
- The Seaside
- Famous People
- Anglo Saxon Britain
- Ancient Egypt
- The Victorians
- World War 2
- Women in History
- The Victorians/Tudors

## PSHE

- Self-Awareness
- The World I Live In
- Support and Safety
- Relationships
- Me and My Future
- Healthy Lifestyles



# Physical Lessons

Each week, the children in the Formal Pathway have practical PE lessons, focussing on the fundamental skills of agility, balance, coordination, running, jumping, throwing and catching. Lessons are delivered focusing on the specific skill and delivered through practical games and activities.

During the academic year, children partake in swimming lessons at Bedale Leisure Centre , can take part in Rebound sessions on the trampoline here at school and can partake in competitions organised by the Bedale Small School Cluster.

The schools Primary PE Co-Ordinator ensures that our children have access to a range of physical opportunities to develop and enhance knowledge, understanding and skills within the PE curriculum and understanding of Healthy Lifestyles.





# RE/MfL Culture Days

Here at Mowbray, we celebrate cultural diversity throughout the curriculum delivery and specific Culture Days throughout the academic year.

Through our Culture Days, the children in the Formal Pathway are encouraged to understand the world we live in and to have an appreciation of different cultures, heritages and religions.

The children are given the opportunity to focus on an awareness of other languages and explore the countries from which they originate.



Christmas

Chinese  
New Year

Ramadan



Holi



# Outdoor Learning

Children in the Formal Pathway will also find that we do a lot of learning outside. We develop their skills, knowledge and understanding out on the bikes, down at the Farm and over at our Nature Reserve.

The children can help the Farm Staff with day-to-day tasks; feeding and looking after the animals. They can explore the space out on the bikes, and they are able to explore over at the Nature Reserve.





# Preparation for Adulthood (PfA)

The purpose of the Mowbray School curriculum is to prepare young people for their futures. Preparation for Adulthood is at the very centre of the learning that takes place. This is also very closely linked to individual children's EHCP outcomes.



Maths for Life Skills



People Skills



Out and About Skills



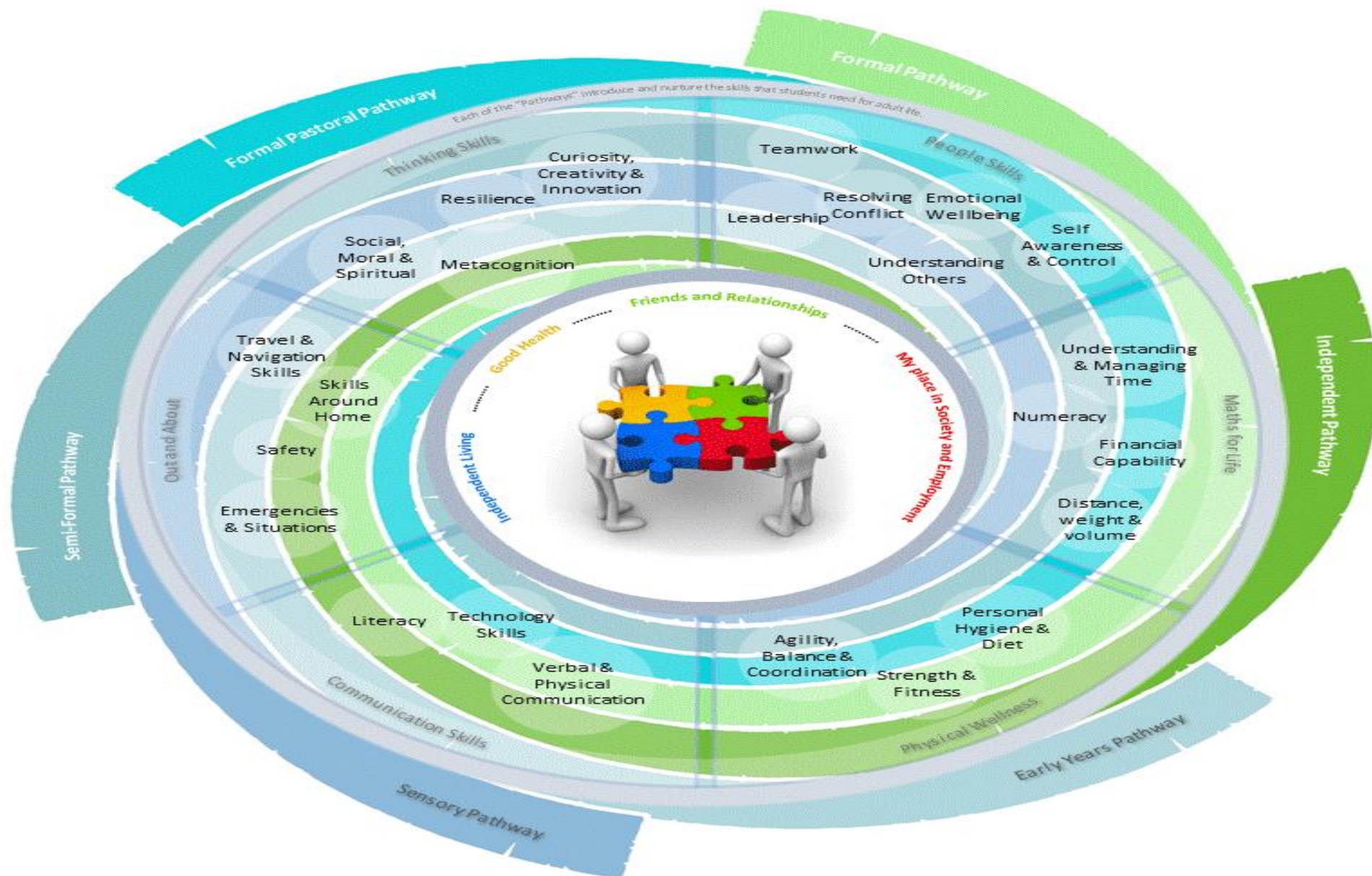
Physical Wellness



Thinking Skills

Communication Skills





**Mowbray Curriculum is Preparation for Adulthood**



# Interventions

Compass Buzz is a service that supports staff to increase their skills, confidence and competence when dealing with children's emotional and mental health concerns.



It is delivered through a tiered training system:

Level 1 - Prevention and Promotion

Level 2 - Early Identification of Need

Level 3 - Early Help and Intervention

Staff at Mowbray are all Level 1 and Level 2 trained in Compass Buzz support. There are currently 36 staff who are also trained at Level 3, enabling them to conduct one-to-one or group sessions of support to pupils in school through low-level interventions.

The THRIVE approach is informed by established developments in neuroscientific research. It is underpinned by a theoretical base in child development theory and attachment theory. At its heart is the understanding that all children's behaviour represents a form of communication - of their underlying needs. If these needs are recognised and met, children and young people will be able to flourish and learn.



Thrive does not ask what has happened in a child or young person's past. Instead, the child's current developmental needs are assessed and solutions provided to address these. The THRIVE Approach is designed to equip staff with the tools and training they need to help children and young people become ready to learn and thrive.

Alternatively, you can speak to our school THRIVE Practitioner:

- Jade Gartside (children aged 3-11 years old) - [jade.gartside@mowbrayschool.co.uk](mailto:jade.gartside@mowbrayschool.co.uk)



# Interventions

Emotional Regulation and wellbeing is a priority for our pupils and staff.



Tutor time/class time is used to incorporate wellbeing programmes including the daily mile, yoga or a specific Zones of Regulation activity. This aims to ensure every pupil has a positive start to the day in a way which is right for them.

Pupils are taught to learn to differentiate between right and wrong in a supportive and nurturing way, at a level which is relevant to their needs.

Tacpac draws together touch and music to create a structured half hour of sensory communication.



Tacpac creates sensory alignment and helps people of any age who have sensory impairment, developmental delay, complex learning difficulties, tactile defensiveness, and limited or pre-verbal levels of communication. (<https://tacpac.co.uk/>)

# Our Facilities

- ❑ Well-equipped and resourced classrooms and teaching areas providing low arousal learning environments.
- ❑ Multi use school halls, including a purpose-built sports hall at our Bedale site.
- ❑ Sensory circuit rooms at both sites
- ❑ Sensory rooms
- ❑ Calm rooms at both sites
- ❑ Extensive grounds and play facilities
- ❑ Nature Reserve
- ❑ School farm (5.5 acres) at our Bedale site
- ❑ Farm classroom at our Bedale site
- ❑ Cycle track



# Examples of a weekly Formal timetable

A broad and balanced range of National Curriculum subjects, Preparation for Adulthood skill lessons and EHCP interventions are embedded into every fun packed week. Teachers tailor their curriculum to the specific needs of the children within the class.

	9:00	10:00	10:15	11:30	12:30	1:45	2:00	3:15
Monday	Phonics / Spelling	Break	Maths / Tapsac	Lunch	Geography	Break	Nature Reserve / Sundog	Home
Tuesday	Maths	Break	Reading Eggs / Bites	Lunch	Art	Break	EHCP / Thrive	Home
Wednesday	Music	Break	Science	Lunch	Water	Break	Reading / Churning	Home
Thursday	(ABC) English	Break	Farm / IT / Maths	Lunch	PSHE	Break	Thrive	Home
Friday	(ABC) English	Break	Maths / PFA / Show and Tell	Lunch	PE	Break	Thrive / Churning	Home

	9:00	10:00	10:15	11:30	12:30	1:45	2:00	3:15
Monday	Register	Rebound	Play	English	Lunch	Maths	Play	Home
Tuesday	Register	Bikes	Play	English	Lunch	Maths	Play	Home
Wednesday	Register	Cooking	Play	Swimming	Lunch	Well-being	Play	Home
Thursday	Register	(ABC) English	Play	Maths	Lunch	None	Play	Home
Friday	Register	Music	Play	Maths	Lunch	Spring	Play	Home

	9:00	10:00	10:15	11:30	12:30	1:45	2:00	3:15
Monday	Farm	Playtime	Snack and Maths	Lunch	PE hall	Playtime	TACPAC	Home time
Tuesday	Reading eggs	Playtime	Snack page + maths	Lunch	Art	Playtime	Fine Motor	Home time
Wednesday	ABC Phonics	Playtime	Swimming	Lunch	Science	Playtime	History	Home time
Thursday	Bikes	Playtime	Snack and (ABC) English	Lunch	PSHE	Playtime	Sundog	Home time
Friday	Maths	Playtime	Cooking	Lunch	Music	Playtime	Crafts	Home time

	9:00	10:00	10:15	11:30	12:30	1:45	2:00	3:15
Monday	Phonics / Spelling	Break	Maths / Tapsac	Lunch	PE	Break	Nature Reserve / Sundog	Home
Tuesday	Maths	Break	Reading Eggs / Bites	Lunch	Art	Break	EHCP / Thrive	Home
Wednesday	Music	Break	Geography / History	Lunch	Tapsac / Fine	Break	Reading / Churning	Home
Thursday	(ABC) English	Break	Farm / IT / Maths	Lunch	PSHE	Break	Thrive	Home
Friday	(ABC) English	Break	Maths / PFA / Show and Tell	Lunch	Science	Break	PFA	Home

# Home and School Partnerships

One of our priorities as a school is to have positive, engaging relationships between the parents and carers of the children that attend Mowbray School.

To achieve this, school, parents and carers communicate regularly on a day-to-day basis using an app called Class Dojo. We share the activities and achievements of the children and update and share any information.

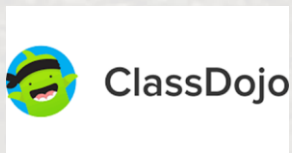
As a school, we share curriculum achievements and specific pupil progress, half termly using a platform called Evidence Me. Parents and carers can share achievements from home by uploading photos to this platform too.

Within the Formal Pathway, home learning is set through 'Progress Pathways'. The tasks and activities set out in this work is focussed on children's academic ability and includes challenges to support their Preparation for Adulthood.

Over the course of the academic year, parents and carers are invited into school to attend Parents Evenings. These meetings are to celebrate successes and understand what the children are doing at school.

We recognise that feedback to the education, opportunities, achievements and general comments is of paramount importance and so we offer parents and carers the opportunity to complete Parental Questionnaires throughout the school year.

We value and welcome this feedback.





# Keeping Safe

Children's safety both at school and at home is of utmost importance to school.

Through the delivery of the PSHE and PfA Curriculum's we try to enhance children's understanding of some of the very important areas of keeping safe.

We take pride on equipping children with the correct skills to identify theirs and others safety in different situations and scenarios.

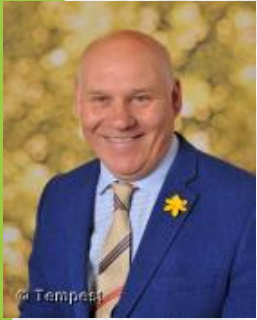
- ☐ Children and Parents are aware of their individual EHCP targets and with the school, all work together to enable each child to be successful in securing independence and competence in each target area.
- ☐ Preparing for Adulthood (PfA) Curriculum allows children to learn valuable skills for life after school.
- ☐ E - Safety is delivered through the PSHE and Computing Curriculum.
- ☐ PSHE Curriculum explores a vast range of topics that raise children's understanding and awareness.
- ☐ Guest Speakers, Specialists and Visitors come into school to speak with our children.
- ☐ Visits in the Local Community
- ☐ Swimming Lessons
- ☐ Crossing the Road and understanding Road Safety
- ☐ Understanding Community Boundaries

Please follow the link to guidance on how to keep safe, if you need any further information, please contact school.

<https://mowbrayschool.co.uk/virtual-office/keeping-safe/>



# Safeguarding



Jonathan Tearle  
*Executive Headteacher*  
*Designated Safeguarding Lead*  
*(DSL)*



Karen Pickles  
*Head of School*  
*Deputy Safeguarding Lead*  
*(DSL)*



Sharon O'Rourke  
*Child Protection Officer*  
*Deputy Safeguarding Lead*  
*(DSL)*



Katie Oliver  
*Deputy Headteacher*  
*(Head of Primary)*  
*Deputy Safeguarding Lead*  
*(DSL)*



Jade Gartside  
*Assistant Headteacher*  
*(Lead for Ripon)*  
*Deputy Safeguarding Lead*  
*(DSL)*

Mowbray School is committed to safeguarding and promoting the welfare of our pupils.

Our job is to work in partnership with children, young people, parents and carers, who may be experiencing difficulties to achieve the best outcomes for all children and families.

We work alongside other services to help keep children safe and signpost parents and carers to support services when required.

If you ever you have any questions or would like to discuss any worries, please feel free to contact us.





# External Agencies and Support for our Families



Katharine Keohane  
*Parent Support Advisor*

“As Parent Liaison Officers, we establish and maintain positive and productive relationships between home and school, providing an extra layer of contact and support for our parents and carers.

We are here to help with any queries or worries, no matter how large or small; please just get in touch. We work closely with our classroom teams and can support and signpost parents/carers to other services, relevant agencies and professionals if required.

Our aim is to ensure your child/children’s well-being needs are met, they make good progress and that you as parents and carers always feel supported. If your child has worries about attending school, we can also work with you to overcome these barriers. We are keen members of Class List and share activities and school news with you all.”

If you need any support or guidance, we will endeavour to help you.

Please follow this link to the school's website where there is a whole host of External Agencies detailed to support Families <https://mowbrayschool.co.uk/useful-links-for-families/>