

## Mowbray School

### Aims and Vision of the School 2020/21

The DfE have always had high expectation of Governors. They consider Governors are the strategic leaders of schools and have a vital role to play in making sure every child gets the best possible education. This is reflected in law for maintained schools which states that the purpose of a maintained school's Full Governing Body is to "conduct the school with a view to promoting high standards of educational achievement at the school" (section 21 (2) of the Education Act 2002). This continues to be the fundamental purpose of the School's Governing Body and all decisions are taken in light of this requirement.

All Governing bodies should have strong focus on three core strategic functions:

- a) Ensuring clarity of vision, ethos and strategic direction;
- b) Holding the Head teacher to account for the educational performance of the school and its pupils; and
- c) Overseeing the financial performance of the school and making sure it's money is well spent.

Mowbray School's ethos is based on the acronym "SURE" which stands for achieving "Success through Understanding, Respect and Endeavour".

- **Success:** the school teaches children the skills and knowledge they need to help prepare them for the world. Success is relative to each individual and measured by each pupil achieving his or her potential. We believe that through mutual respect and understanding children will learn and achieve success and we aim to celebrate their achievement personally with each child.
- **Understanding:** We understand that all children have different educational needs and those we educate have significant difficulties. All staff seek to understand and respect each child's personal circumstances, to empathise with and help them understand, their own difficulties. Equally, pupils are taught to appreciate that all people have feelings and to understand how others are affected by their actions. Above all Mowbray School aims to provide a learning environment that values individual and cultural differences, that promotes equality and diversity and ensures empathy towards meeting the needs of its pupils.
- **Respect:** Pupils need to respect their own abilities and raise their own self-esteem to enable them to achieve their potential. All children also need to understand that others wish to be treated fairly, kindly and politely. One of the greatest challenges our children face is how to interact with others. Often, the reason they have been allocated a place at Mowbray School is because relationships with others, whether adults or children, have failed. Equally are school staff, by their conduct and the relationships they make, can provide excellent examples of personal integrity and compassion for students.
- **Endeavour:** Life is not easy so it is important that children learn they need to put considerable effort into everything they do in order to succeed. Mowbray helps young people with significant and complex learning difficulties to achieve their best. We provide education appropriate to each individual pupil 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.

This is a clear statement of Ethos which underpins all learning and values that parents, carers, pupils and staff share wish to promote and develop at Mowbray School. It sets out the clear Aims and Values at the school.

As a Governing Body our Core Aims for the school are pupil focused to ensure that all children attending receive the best education and support possible focussed on their individual needs with the clear aim that each pupil is prepared for adulthood with the following at the heart of it:

- Friends and relationships'
- Independent living,
- Good health, and
- 'My place in society and employment'.

To achieve this the Governing Body have a Vision for the school ensuring that, as far as is possible within the financial constraints imposed, the School has in place and will provide:

- A forward-looking and dynamic leadership team to develop, share and enhance good practice throughout the school.
- Sufficient experienced and qualified staff to fully support the needs of pupils and, by training and staff development maintain an outstanding overall quality of teaching.
- A safe environment for all pupils at the school in which they can learn, prosper, gain confidence and grow.
- An organisational structure that will provide the best and most efficient support structure to administer the operation of the School.
- To continue to reinforce the student assessment systems to accurately display pupil progress linked to the curriculum.
- To utilise the budget provided in the most efficient way possible to achieve the core aims and the appropriate environment and facilities for the school.
- A curriculum based around Preparation for Life (PfA) and pupils grouped into different 'Pathways of learning', that is able to encompass all the individual needs/abilities of our pupils so that, bearing those needs in mind, each pupil is provided with the skills for life.

The development of the new satellite primary provision at the former Moorside Infant School in Ripon, opened in January 2020, initially for 20 pupils but potentially increasing to 60 pupils over 3 to 4 years, is a major step towards addressing the increasing demand for SEN places. There are challenges surrounding this development but the Governors are convinced that, provided this satellite, in all respects, becomes an extension of Mowbray School with the same ethos, procedures, curriculum, opportunities and performance ideals, there are many advantages to be gained not only for the pupils attending that school but also for Mowbray School as a whole.

The Governors also recognise that, despite increasing the size of the school by the development of a satellite provision, the number of students seeking places, where the school could satisfy need, still exceeds the places available. This is a particularly difficult problem that adds yet further pressure on management and teaching staff alike. The shortage on places combined with severe budgetary pressures creates significant additional challenges for the future.

The Governors will continue to explore pragmatic ways to overcome these difficulties but are determined that any action taken will not adversely impact on the vision outlined above.