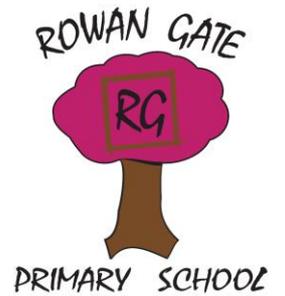


ROWAN GATE PRIMARY SCHOOL PROSPECTUS



WELLINGBOROUGH SITE

Finedon Road, Wellingborough,
Northamptonshire, NN8 4NS
Tel: 01933 304970



RUSHDEN SITE

Hayway, Rushden,
Northants, NN10 6AG
Tel: 01933 351200



Our Schools

Wellingborough (RGW):

Our school is situated in a very pleasant educational campus with a mainstream nursery and infant schools on the same site.

We enjoy excellent facilities. These include a hydrotherapy pool, soft playroom, sensory room and a therapy room which is used by Physiotherapists, Occupational Therapists and Speech and Language Therapists who come into school to assess children and support staff with programmes and work to meet individual children's needs. We are supported by full time School Nurses who operate in a well-equipped medical room.



Front of School



Soft Play

Our school is committed to the benefits on creative therapies and the children are able to access Art therapy, Music Therapy, Drama Therapy, Massage Therapy and Theraplay.

Our school has 12 classrooms, splash room, music room, food technology room and a library, as well as a large school hall, which is a multi-purpose area.



Our school has extensive grounds for outdoor educational and play pursuits, including large playgrounds with adventure and climbing play equipment. We have a sensory courtyard and a wheelchair swing. We share a Multi Use Games Area with the mainstream Primary school on the site.



Rushden (RGE):

Rowan Gate East opened in April 2015 and is situated on the Hayway in a very pleasant Victorian school which has been fully refurbished to meet our needs.

The move to Rushden has allowed for the school to expand into the East of Northamptonshire and gives local children with additional needs an opportunity to attend their local school. It has allowed for numbers on roll at Wellingborough to be reduced, giving additional room and space which was very much needed.

Rowan Gate East enjoys excellent facilities - a soft playroom, sensory room and a parent's room which is used by the Pre-school group each Tuesday and is available for parents who wish to meet staff.

The school has 7 classrooms, an Art room and a library as well as a large school hall, which is a multi-purpose area.

The school has grounds for outdoor educational and play pursuits and is surrounded with high level fences and a security gate, complete with closed circuit television security.



Front of school sign



Front of school



Early Years play



Key Stage 1/2 Play



Key Stage 1/2 Play



Early Years Play



Early Years



Early Years Sandpit



Sensory Room



Soft Play Room



1:1 working area



Library

We have an open door policy for parents and carers and we employ a Teachers on both sites to support and help families.

We offer a wide range of lunchtime clubs including a range of sports and creative activities.

Population

We have places for 120 children in Wellingborough and for 60 children in Rushden, ageing from 3 years to 11 years old; pupils may join the school at any age as appropriate.

Ofsted Inspection 06 March 2014

Rowan Gate has been recognised by Ofsted as being an outstanding again school in every category – the Achievement of Pupils, the Quality of Teaching, the behaviour and safety of pupils, the leadership and management.

Inspectors said:

“Pupils’ achievement in literacy, mathematics, personal development and behaviour are excellent.”

“Teaching is outstanding which brings about pupils outstanding achievement. Teachers and other adults who support learning provide excellent development in pupils’ language and communication skills.”

“In lessons adults make sure that all pupils’ needs are met, with a wide range of switches, recorders, computer equipment and other aids.”

“Pupils who receive pupil premium funding make outstanding progress in line with that of their peers in school”

“The school sports funding is used effectively and has resulted in pupils thoroughly enjoying physical activity both in school and outside of school”

“Behaviour is outstanding and pupils feel that behaviour in school is very positive.”

“Children in the Early Years Foundation Stage make outstanding progress.”

“The Head teacher has made sure that following the highly positive result in their previous inspection the school did not become complacent and has in fact continued to improve. The Senior Leadership Team and Governors have created a solid team result in outstanding leadership and management at all levels.”

“Teachers and Parents rightly feel that the leadership and management are excellent and that senior leaders listen to their views and where needed act upon them. Staff are very proud of their school and a number stated they felt the school was a happy place, where they were always encouraged to improve their skill and given every opportunity to do so. This is clear evidence that the school has a positive attitude to make sure that everyone in the school has equal opportunities.”

Children engaged in learning



School Ethos and Values

Rowan Gate Primary schools are inclusive schools. We aim to meet the educational and care needs of pupils with Severe and Profound Learning Difficulties, Moderate Learning Difficulties and Autism within the East Northamptonshire Area.

We believe firmly in entitlement and ensure access to the whole curriculum which is differentiated to meet the needs of individual children.

We work hard to ensure that everyone is treated with empathy, dignity, respect and care irrespective of race, gender, religion, culture, age or sexuality.

We work with patience, determination and flexibility to ensure that all children reach their full potential.

We offer challenging and fun opportunities within a safe, secure and stimulating environment.







5 Keys Roots to Growth – School Improvement

Our framework for learning and improvement is called “Rowan Gate Roots to Growth”. This is underpinned for the children by 5 keys with the titles:

Curiosity and Wonder
Working Together
Personal Success
Decisions and Choices
Courage to be Creative

Each key has its own colour and represents an area of learning and development. The children are able to earn coloured wristbands as rewards for their achievements within each key.

At the end of each term we hold a celebration assembly where children are presented with a certificate and the wrist bands that they have achieved.

Our Staff

Our teachers are a dedicated, skilled group who have expertise and qualifications in the education of children with special needs.

Our teaching staff are supported by Learning Support Assistants (Staffing ratios in each class is determined by the numbers and needs of the pupils.) Learning Support Assistants support children’s learning and care needs of the children.

We have a school nurse on site and we are supported weekly by visiting professionals such as Speech and Language Therapists, Physiotherapists, Occupational Therapists and Educational Psychologists.

On occasions, some children are assessed as being in need of additional support, either to meet their medical or behavioural needs. Specific provision can be provided to allow children to interact effectively with their environment or to gain access to the curriculum.

The school has a Business Manager to manage the schools’ finances and Office Staff to fulfil administrative tasks.

The school also has Facilities Manager and Care taker.

The school employs a Family Liaison Teacher who offers support parents and carers.

The school employs a fulltime Music Therapist who offers individual therapy sessions and group Music sessions.

Our Leadership Team



Laura Clarke – Head
Child Protection Lead



Julia Coles – Deputy Head RGE
Key Stage 1 Leader / Outreach /
Inclusion / Child Protection



Maxine Hill –
Assistant Head Teacher RGW
EYFS/ Class Teacher / Autism
Early Years Foundation Stage Leader / Literacy



Sue Morris –
Assistant Head Teacher RGE
Nurture Group Teacher
Key Stage 2 Leader / Physical Education



Jane Rhodes –
Assistant Head Teacher
Family Liaison Teacher RGW
Child Protection Lead



Natalija Zemcugova
Assistant Head Teacher
KS2 Teacher based at Rushden
Child Protection Lead / Science Lead / ICT Lead

Family Liaison



Teachers Katy Ellis



Jane Rhodes



Assistant Sarah Moore

Our Family Liaison Teachers and their Assistant pro-active roles is to work with parents and carers to ensure that they have the support and information they need.

This can include advice on routines, meal times and achieving positive behaviour: support with paperwork, transport, and accessing appropriate clubs and activities for children. I am able to visit families at home if they prefer.

Parents and carers can join our successful Parent Sharing Group (crèche and transport provided), and come along to a variety of workshops and events throughout the year. These have included, Signing, First aid, Internet safety, Coffee mornings, Cooking events and Information sessions.

Our Curriculum

At Rowan Gate Primary School we aim to deliver a broad and balanced curriculum, with a strong emphasis on the development of self-esteem and independence. Our curriculum directly supports the aims of the school. The Curriculum is the sum of all the planned activities that we organise in order to promote learning, and personal growth and development.

The curriculum is made up of four intertwining strands that interact to make up the child's whole curriculum.

- The Early Years Foundation Stage Curriculum including the Early Learning Goals
- The National Curriculum

- The Experiential Curriculum
- Personal, Social and Health Education

PSHE is taught as a discrete weekly session in order to acknowledge its importance in the development of pupil's self-esteem and independence.

Our curriculum is underpinned by the core Key Skills of:

- Communication/ literacy
- Application of number
- ICT
- Working with others
- Improving own performance
- Problem solving

The curriculum also gives our pupils the opportunity to develop other key skills through the 5 Keys which make up our "Roots to Growth"

At Rowan Gate Primary School our pupils follow the Early Years Foundation Stage Curriculum whilst they are in Nursery/Reception. Their learning takes place through a thematic play based curriculum.

Whilst in Key Stage One and Key Stage Two the Children at Rowan Gate Primary School follow a mixture of topic based units and discrete lessons through which they are able to cover all areas of the National Curriculum. Our approach is flexible and allows teachers to respond to the needs of all children. All children have daily English and Maths lessons. The topics are taught through a cross curricular approach which is balanced not only across the year but also through a two year topic cycle:

- Key Stage One – two years
- Lower Key Stage Two – two years
- Upper Key Stage Two - two years

Our curriculum is also designed to enable our children to meet the 5 outcomes of the Every Child Matters Agenda:

- Staying safe
- Keeping healthy
- Enjoying and achieving
- Economic well-being and
- Making a positive contribution to society

Reading/Phonics

- We use the Read Write Inc. systematic synthetic phonics programme to teach reading and writing. Within this programme there are clear steps of progression using quality resources. The Speed Sounds Lesson Plans Book provides teachers with a step by step of how to

teach each speed sound, blending for reading and segmenting for spelling. The Handbook provides guidance on implementing Read Write Inc. phonics, including initial and on-going assessment.

- The programme begins with learning the letter and sounds (covers phases 1 to 3 Letters & Sounds) introducing all 44 sounds and corresponding graphemes moving on to applying phonics knowledge to reading books and writing.
- There is a minimum requirement at Rowan Gate that discrete short sessions take place daily in EYFS and KS1 for sound learning and early blending accompanied by discrete sessions for early readers. This requirement is the same for KS2 with one lesson a week differentiated into three groups, for example:
 - - Group 1 – sound learning and early blending
 - - Group 2 – high frequency and tricky words
 - - Group 3 – early readers
- Evidence from the literacy snapshot over the past 3 years (2011 to 2014) and Bsquared results show that children's progress in reading and writing through the use of Read Write Inc. has improved dramatically.
- Children have access to a variety of fiction and non-fiction reading books, organised using reading bands. These reading schemes include Read Write Inc., Oxford Reading Tree, Big Cat and Sunshine books.

Homework

As we are a special school, the needs of the children and their families with regards to Homework are varied.

Thus the interpretation of 'homework' is wider than would be expected in a mainstream setting.

The staff at Rowan Gate Primary School endeavour to work in partnership with parents and carers to facilitate the development of each pupil.

For this to be successful, Rowan Gate responds to the needs of parents, carers and pupils.

Why is homework important?

- It raises your children's achievement.
- It consolidates and extends the work they have done in school.
- It helps to inform you about your children's school work and allows and gives you the opportunity to support this work.

10 things parents can do to help their child learn:

- Give your child confidence through lots of praise and encouragement.
- Read to, and with, your child as much as possible.
- Encourage your child to observe and talk about what they see, feel and think.

- Make use of your local library.
- Visit museums and other places.
- If your child likes watching television, watch it together sometimes and talk about what has been watched, eg news round.
- Try to provide a reasonably quiet and suitable place where your child can work and show that you and all members of the family value and respect the homework activity.
- Try to set time aside to support your child's homework activities whilst also allowing some independence where appropriate.
- Encourage your child to discuss their school day with you, relate it to comments in the home school book.
- Enjoy the activity together.

Safety

- The safety of the children in our school is paramount. We offer a warm, safe environment for them to grow and develop in.
- The school has security fencing surrounding the perimeter of the school and a buzzer system for entry to the school to ensure that only authorised persons are present on site.
- The School Governors conduct regular Health and Safety checks to ensure that there are no hazards around the premises.
- There is a system in place for staff to report any potential risks to safety to the Caretaking team; who then promptly deal with the issues to ensure safety.
- All accidents and incidents are recorded and reported and subsequent action is taken where necessary.
- Every child's safety is our concern.

Pre school

- The group meets every Tuesday morning at Rushden and every Wednesday morning at Wellingborough during term time.
- The group is open to all preschool children with additional needs regardless of parental preference of primary school.
- Due to limited space, we are not able to cater for siblings and usually limit adults to 1 per child.
- There is a charge of £1.00 per child / week.
- Parents can self-refer to the group by contacting us on (01933) 351200 Rushden, (01933) 304970 Wellingborough.

Governors

Our Governing Body is made up of Parents, Staff, Co-opted and a Local Authority Governor.

The role of governors and governing bodies is to help the school provide the best possible education for their pupils by

- Setting the school's values, vision and strategic aims, agreeing plans and policies, and making creative use of resources;
- Monitoring and evaluating performance, acting as a critical friend to the Head teacher to support and challenge them in managing the school;
- Ensuring that the school is accountable to the children and parents it serves, to its local community, to those who fund and maintain it, as well as to the staff it employs.

Governors serve a four year term. Parent and Staff governors are elected and LA and Co-opted Governors are recommended and approved by the Governing Body.

The Governing body has a number of sub-committees – Finance & Personnel, Teaching & Learning and Health & Safety.

The committees meet termly and feedback and make recommendations that are ratified by the Full Governing Body.

We expect our governors to undertake training that will enable them to carry out their role more effectively.

Governors need to have a knowledge of how the school works because they make decisions which affect the education of the children in their care. Governors monitor and observe lessons to gain an understanding of how subjects are taught to pupils of differing ages and abilities.

We were delighted that Ofsted rated Leadership and Governors as Outstanding during their inspection in March 2014. Inspectors reported:

- Governors have an accurate picture of the school through careful monitoring of all aspects. They use this effectively to both support and challenge the school.
- Governors are fully aware that the sports funding is improving the quality of physical education teaching and extending the sports.
- Governors have an accurate picture of the school through careful analysis of all information about the school, observations of teaching, scrutiny of pupils' work and discussions with pupils.
- They carefully link how well teachers and their pupils succeed to the pay and professional development of all staff.
- Governors monitor financial aspects of the school effectively and all funding is closely linked to the performance of the pupils, especially in relation to pupil premium and sports funding.
- The governing body sets challenging targets for both the head teacher and the school as a whole and monitors the school's progress towards these targets. Like the staff of the school

the governing body takes advantage of as much training as possible in order to make sure that it can carry out its roles effectively.

Governors were awarded the Governormark Award in July 2015.

Awards

[We recently achieved School Games Gold Mark award](#)

For our commitment, engagement and delivery of competitive sport in school in 2016/2017.

[We are an Arts Mark Gold school](#)

At Rowan Gate we believe that everyone has a right to discover and use their creative and artistic talents. Everyone is entitled to a range of high quality arts experiences.

The Arts enable pupils to be active participants in the learning process and support each pupil in learning about themselves and the world around them.

The Arts provide a medium for sensory exploration, a context through which to develop expression and response and a means to enhance richness of experience.

Pupils have opportunities to generate and express their own ideas through the arts and therefore participation in arts activities contributes to their cognitive development.

[We have achieved:](#)

The Silver Accreditation for Antbullying, the Enhanced Healthy Schools Award for emotional health and well-being of staff and Schools Council.

The Majorie Boxhall Nurture Group Accreditation.

Aromatherapy Massage

Some Children in school are chosen to receive Massage Therapy. Parental permission is always received prior to any intervention and feel that this form of therapy is beneficial to pupils.

Pupil Premium/Sports Premium – Support to pupils

We receive Pupil Premium Grant funding from the Government for children who are entitled to Free School Meals, are Looked After or have parents in the Military.

This money has been used to employ a Specialist Teaching Assistant to work with pupils to boost their learning, self-esteem and to reach their potential in reading and speaking and listening.

We employ a Specialist Sports Coach to work with Teachers to improve the provision of PE teaching across the school.

Communication in school

Alternative, Augmentative Communication

We use various forms of alternative and augmentative communication within our school. These support the adult's spoken word. The type of communication used is determined by the need of each child or the needs of the class group.

We use:

OOR's (Objects of reference)

Small objects are used to inform what is happening next, for example, a child will be shown/given a square of towel to denote swimming, a soft ball to denote soft play,

TOBIS (True object based icons)

These are photographs of real items which are cut out and laminated to inform children of what is happening next, for example, a chair to denote it is time for circle time.

PECS (Picture exchange communication system)

This system uses picture symbols to enable non-verbal children to communicate their needs and wants. This system encourages verbal communication. The child will have a book containing the picture symbols and the picture symbol choices are put on the front of the book by the adult. The child is then able to choose their preferred activity/food/drink. Once the symbol is handed over, the adult gives the child what they have asked for. There are various stages of progress, for example, once the process is learnt the child is encouraged/expected to initiate communication, further on, where the symbols are put on a sentence strip and handed to an adult. The adult then verbally reads the child's request, encouraging the child to verbalise before giving the child their preferred choice.

Schedules

Picture symbols or words are put in order to inform a child of what is happening. This is mainly used for children with ASD

"My Voice" Communication books

These are currently being piloted with 4 children. The book comprises of key vocabulary opposite specific vocabulary page. These can be added to. Children are using these if their speech is unclear.

Each class will have a larger my "My Voice" book for whole class use.

BSL British Sign Language

Rowan Gate uses British Sign Language for key words across the school and to support spoken word in classes where pupil's expressive language is emerging. Our Communication Support Workers use BSL with individual children.

Switches

Rowan Gate uses a variety of battery operated switches, for example Big Mack, 4 talk, to enable non-verbal children or children with profound learning needs to have a voice, make a choice and operate toys.

iPads

A specific programme is used to enable non-verbal children or children with emerging speech to communicate their needs and wants.

Schools Councils

Our School Council is made up of Year 5/ 6 pupils. The Class Councils are voted on by their peers and are supported at meetings by a member of class staff, where necessary. The School Council and Class Councils give pupils a voice. Pupils are voted on by their peers.

An Anti-bullying Committee consists of pupils and a parent and governor representative.

The School Council, the Class Council and the Anti-bullying committee meet once every 4 weeks.

The School Council pupils consider and get involved in all aspects of school life – e.g. School building, curriculum, recruitment of staff, community events and fund raising.

A Parent and a Governor Representative support the School Council, Class Council and Antibullying meetings by attending meetings.





Forest Schools

What is Forest Schools?

Forest School is a unique method of outdoor education that allows children to develop confidence, independence, self-esteem and awareness and knowledge of the natural environment.

This is achieved by setting small achievable tasks. The child is never put in a position where he/she will fail so success is attained. It is a child centred and child led programme that provides the opportunity for the children to use their personal learning style to complete their chosen tasks. We are very fortunate to have the use of a Forest School site at Glamis Meadow.



Benefits of Forest Schools

It gives children the opportunities to experience new environments which are in their locality.

It has been shown to increase the confidence of the children who take part.

The children are able to learn new experiences eg preparing for a fire-gathering wood etc, using tools, testing their own capabilities eg hauling logs, balancing on rope swings, walking on different underfoot surfaces.

The children are outdoors for a healthy lifestyle.

The children are able to learn to take risks in a controlled unobtrusive situation.

The children are able to experience safe outdoor play.

It develops children's senses with new sensory experiences.

It gives new opportunities for VAK learning (Visual, Auditory and Kinaesthetic).

It allows extensions of lessons into new environments, putting the taught lessons into real context.

It aid development of fine and gross motor skills.

It is a long established learning opportunity with trained staff and backed by research.



International Schools

The International Schools Project called is "Smart through Art" and is funded through the British Council. The main goal of the project is for pupils to become familiar with cultural heritage of partnership countries.

The children will represent treasures of their national culture and get to know famous works of art through painting, pottery, craftwork, story writing and travelling. They will learn about famous artists, potters, writers, festivals, important places and school life. The pupils will have a chance to produce their own pieces of art, as well as to start correspondence with children from schools abroad.

The partnership aim is to devise and implement activities involving all the children regardless of their age and ability in 6 workshops:

- Postcard writing
- Recreating pieces of art
- Designing a Treasure game
- Tile Design
- Patchwork
- Travelling Teddy Bear

Each having final activities and / or final product.

The majority of project activities will be included in everyday education. The exchange of ideas, experiences by pupils and teachers is essential. The Internet and English will be tools of communication. The Project meetings will enable participants to integrate, share ideas, present better the host country and schools.

As part of a group of 7 countries across Europe, UK schools hope to embark on the project focussing on looking at the work of famous British artists. Children will be looking at and responding to famous artwork, visiting museums and recreating pieces of art in their own style.

Our teachers visited a school in Lisbon, Portugal in the Summer of 2013.



Pupils completed artwork and tiles in school as part of the project.

Other children visited Dublin in March 2014 for a week with their teacher and support staff. They had a fabulous time.



International Visitors

In March 2015 we welcomed visitors from Ireland, France and Portugal visiting our school. All children are taking part in sub-project 'Art appreciation' – exploring a famous artist from each country and exploring and responding to their work.

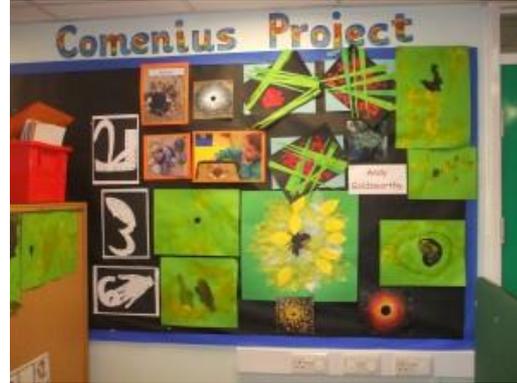


The visitors enjoyed a host of exciting and engaging activities that showcased Wellingborough and Northamptonshire.

The Lord Mayor of Wellingborough, Councillor Jim Bass and the Mayoress Mrs Bass invited the visitors to the council chambers to experience our local council traditions. The visitors then explored the town centre on a guided tour learning about our towns' vast history and historic buildings.



Following this cultural journey the visitors were welcomed into the classes of Rowan Gate Primary School to experience their inclusive Special Needs Education provision and see first-hand how the school enables children of all needs and abilities to achieve their full potential.



Science Workshops as part of Erasmus+

The first planned activity for the Erasmus+ project 'Sounds around Us' is exploring the links between electricity and sound as well as sound inventions through practical exploration and investigation.

At Rowan Gate the children took part in Science workshops where they explored and experienced sound in different areas: sound vibration, sound travel, guessing sounds or making sound using electricity.

All of the children engaged in the practical activities and had an opportunity to develop their understanding of electricity and sound. The activities were differentiated and adapted to suit all learning styles and needs.

As a result of this project the children created a digital resource to share with partner schools during the planned visit to Poland in February 2017 to communicate their learning and use of practical resources when exploring sound.