

This School Improvement Plan is based on sustaining high performance within a culture of continuous improvement, built on the 'vital organs' of school improvement, underpinned by The Rowans' ethos, culture and leadership.

Inspiring change for a brighter future

Kindness Commitment Resilience



Development Focus Areas for 2023/2024

Ethos and Culture

- The hidden curriculum becomes more explicit as part of the holistic Rowans' offer, is fully subscribed to and understood by all staff
- **Building a culture of collective responsibility for inclusion and SEND**

Safety

- Ensure all pupils are safe and feel safe at school and all procedures and practice are effective and robust
- Focus on online safety, contextual safety and mental health support for individual pupils

Curriculum

- All pupils to make progress academically in line with their targets
- All year 11 pupils to achieve GCSE or alternative accreditation in Maths and English plus additional recognised qualifications that will support a relevant and sustained post-16 destination
- **Develop and enhance the quality and ambition of the curriculum**

Behaviour and Attendance

- Ensure individual practitioners are proactive in their approach to supporting behaviour
- Improve individual pupil attendance and whole school attendance

Teaching

- **Effective teaching supports SEND, through the graduated approach, personalised learning, effective use of the TA and creativity across the curriculum**
- Literacy and numeracy become embedded across the curriculum and are high priority for everyone

Inclusion

- **All members of the Rowans community focus on resilience as a core value, developing resilience in pupils and staff**
- All KS3 pupils have a reintegration pathway, fully supported by all partners

Leadership

- Strengthen the capacity, effectiveness and impact of leadership and management throughout the school
- Develop an approach to quality assurance of teaching and learning that includes impactful monitoring, mentoring and coaching
- Ensure the leadership of SEND is impactful and offers expert support for teachers and teaching

The Rowans AP Academy School Improvement Plan 2023/2024				
Leadership	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Strengthen the capacity, effectiveness and impact of leadership and management throughout the school	<ul style="list-style-type: none"> Grow, induct and support staff with leadership responsibilities, offering regular supervision A project to improve literacy and numeracy across the school is lead and managed effectively Leaders have whole school impact and support more widely across the Trust SENCo to develop, with support, role across the Trust, working collaboratively and offering support and guidance for pupils and staff To continue to recruit and retain outstanding staff, building in development opportunities 	Executive Headteacher and Headteacher	
Leadership	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Develop an approach to quality assurance of teaching and learning that includes impactful monitoring, mentoring and coaching	<ul style="list-style-type: none"> Monitoring, mentoring and coaching culture to improve teaching, learning and assessment, developing growth mindset and creating an emotionally intelligent school The assistant headteacher to work alongside outstanding teachers to deliver targeted coaching and support All ITT, ECT and apprentice teachers and teaching assistants have high quality support and mentoring The Rowans to develop a formalised monitoring, mentoring and coaching system that supports improvement and links to the performance development mantra of 'improve not prove' 	Headteacher and Assistant Headteacher	
Leadership	Objective	Key tasks and Strategies	Team responsible	Resources and costs
	Ensure the leadership of SEND is impactful and offers expert support for teachers and teaching	<ul style="list-style-type: none"> Updated SEND action plan is written, owned and reviewed by the SENCO The SENCO leads raising the profile of SEND across the school SENCO offers advice and guidance for teachers on the graduated approach and strategies for individual pupils The role and profile of the SENCO is raised and respected 	Executive Headteacher, Headteacher and SENCO	

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Ethos and Culture	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	The hidden curriculum becomes more explicit as part of the holistic Rowans' offer, is fully subscribed to and understood by all staff	<ul style="list-style-type: none"> All staff to have a continued input into the hidden curriculum and understand the invaluable part they plan within it All staff to have a good understanding and knowledge of the hidden curriculum and its importance for the whole school ethos and outcomes The hidden curriculum is regularly revisited throughout the year to keep it relevant and high profile, and the written framework is updated when necessary. Visitors are presented with the written HC and given an explanation about its relevance and importance to ensure a broader understanding of its need in all settings. 	Executive Headteacher, Headteacher and Leadership Team	
Ethos and Culture	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Building a culture of collective responsibility for inclusion and SEND	<ul style="list-style-type: none"> Staff understand and are committed to SEND improvements, led by the SENCO Staff develop skills and expertise in supporting pupils with SEND All staff continue to be trained in trauma-informed techniques and practices All staff continue using trauma-informed approaches to support personal development through trusting relationships and being emotionally available adults Through targeted training staff develop a greater understanding of LGBTQ+ and DID and can support pupils more effectively Partnerships with local schools and the local authority ensure The Rowans are integral to the wider inclusions strategy for Medway 	Executive Headteacher, Headteacher and Leadership Team	

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Safety	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Ensure all pupils are safe and feel safe at school and all safeguarding procedures and practice are effective and robust	<ul style="list-style-type: none"> Safeguarding team continue to make adaptations to systems and processes developing safeguarding champion roles Develop the use of CPOMS for recording and reporting of safeguarding concerns and for providing professional feedback to multi-agencies The Rowans safeguarding team to develop its use of 'signs of safety' Pupil profiles to contain contextual safeguarding information to support a greater understanding of the potential risks and harms for pupils and to contribute to contextual mapping and trigger plans. The Rowans website contains safeguarding detailed information, signposting and support. 	Headteacher and Safeguarding Team	
Safety	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Focus on online safety, contextual safety and mental health support for individual pupils	<ul style="list-style-type: none"> Support pupils to recognise online and offline risks to their wellbeing Have carousel learning sessions for pupils with a focus on online safety The Rowans offer wrap around care to pupils and their families working in collaboration with external agencies Build links with the new Schools Police Team, to share information around high profile pupils and then work collaboratively to support them in the best way. Mental health schools worker provides specialist support for pupils Staff use the vulnerability index to offer individualised support to make optimum progress in all areas of their lives and to target interventions Positive mental health days develop a wider understanding of how the brain works, emotional regulation and signposting support for developing and maintaining positive mental health 	Headteacher and Leadership Team, Safeguarding Team and Interventions, Inclusion and Mental Health Lead	

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Behaviour	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Ensure individual practitioners are proactive in their approach to supporting behaviour	<ul style="list-style-type: none"> High expectations for behaviour and conduct in all lessons, supported by effective use of the day sheet, in addition to individual approaches used by teachers. The development of a formal restorative justice system that supports building stronger relationships and promotes individual and shared responsibility. Deliver training twice a year to all staff on 'behaviours for learning' and 'managing behaviours that challenge'. Update the 'Rowans Behaviour Handbook' To continue to explore and trial alternatives to suspensions to support mental health and wellbeing preventing the emotional damage of exclusion 	Headteacher and Leadership Team	
Attendance	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Improve individual pupil attendance and whole school attendance	<ul style="list-style-type: none"> Referral to appropriate services to support contextual issues impacting attendance Targeted intervention, following attendance procedures, with a focus on facilitating and formalising support, where appropriate, from the Welfare and Attendance Lead Monitoring of SLA with the ASSA local authority service to ensure value for money and impact Use the individual attendance report alongside contextual information to make sure action is timely and has impact Encourage form tutors to develop a greater understanding of attendance for pupils in their forms and have attendance conversations with pupils and their parents/carers. 	Headteacher and Welfare and Attendance Lead	

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Teaching	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Effective teaching supports SEND, through the graduated approach, personalised learning, effective use of the TA and creativity across the curriculum	<ul style="list-style-type: none"> High quality inclusive teaching and the graduated approach become standard practice Metamemory techniques are used more widely across the curriculum to support growth of long-term memory Ensure that research-informed practice is integral to CPD and informs great teaching Teaching assistants offer outstanding support for learning, continually seeking opportunities to further their own practice through performance development. Teaching is tailored to individual learning needs, including cognition and learning and strategies deployed to support sensory, communication and interaction needs Introduce data systems that support the tracking of SEND Raise awareness of SEND -through staff training. All staff to feel confident to support learners with a range of SEND needs Develop creativity across the curriculum to increase engagement and progress Plan and frame learning so that pupils have opportunities via the curriculum to give them option, voice and choice 	Headteacher, Assistant Headteacher, and Leadership Team	
Teaching	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Literacy and numeracy become embedded across the curriculum and are high priority for everyone	<ul style="list-style-type: none"> Research-informed practice is used appropriately to drive pupil progress in literacy and numeracy Teachers exploit all opportunities to develop a professional network of support Raise the profile of literacy and numeracy, including reading and phonics Teaching is responsive to need, gap analysis is used to target teaching, ensuring personalisation of approach Task and finish group to co-construct a literacy and numeracy action plan to accelerate progress across both key stages All subjects contribute to literacy and numeracy across the curriculum via planned tasks, activities, initiatives and termly enrichment 	Headteacher, Leadership Team and Literacy and Numeracy Task and Finish Group	

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Inclusion	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	All members of the Rowans community focus on resilience as a core value, developing resilience in pupils and staff	<ul style="list-style-type: none"> Through targeted training staff develop a greater understanding of resilience and how we can support pupils and staff more effectively Values day each term to celebrate and promote our core values of kindness, commitment and resilience. Resilience is celebrated through our core values, curriculum and daily Rowans life 	Headteacher	
Inclusion	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	All KS3 pupils have a reintegration pathway, fully supported by all partners	<ul style="list-style-type: none"> All Year 7 and Year 8 pupils have a pathway for reintegration, including a named school. The reintegration pathway has established systems and processes that fully supports pupil transition to a mainstream or special school. Development of a comprehensive, data-rich report, including recommendations and strategies, shared with partners to aid transition. 	Headteacher	

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Curriculum	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	All pupils to make progress academically in line with their targets	<ul style="list-style-type: none"> Embed curriculum sequencing so pupils have a greater understanding of the sequencing and its application to learning. Sequencing to be displayed and used in all classrooms Ensure an engaging and relevant, progressive and enriching curriculum offer, which develops skills and knowledge across a broad range of academic and vocational subjects, each subject to have and share clear curriculum intent and curriculum sequencing learning journeys The interventions team continues to make significant progress in closing the attainment gaps whilst offering personalised support and effective teaching via a range of regularly reviewed, academic interventions Pupil progress in reading made each year for each pupil, significantly closes the gap between baseline and chronological reading age Cultural capital to be integral within the curriculum and to become a whole school priority Pupil progress meetings identify areas where pupils need more support and adaptation to meet their needs and support progress and outcomes High quality and impactful monitoring, mentoring and coaching supports staff to improve teaching and learning, using the graduated approach as standard practice Plan and frame learning so that pupils have opportunities via the curriculum to give them option, voice and choice 	Leadership Team Assistant Headteacher Data Lead	
Curriculum	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	All year 11 pupils to achieve GCSE or alternative accreditation in Maths and English plus additional recognised qualifications that will support a relevant and sustained post-16 destination	<ul style="list-style-type: none"> Develop further links with college for current pupils and for Year 11 leavers KS4 curriculum offers of a minimum of 5 GCSEs or equivalent, alongside relevant vocational learning opportunities Pupils in KS4 to be targeted for the most appropriate qualification in English and maths, given intervention where gaps are identified To review the curriculum offer annually to ensure that it supports all pupils to gain the qualifications needed for their next steps. The resultant one-year options choices to be discussed with each pupil individually to support decision-making based on skills, knowledge and aspirations. Rowans 6 measure used to compare outcomes year-on-year, alongside the tri-annual reports and the annual performance report are all reviewed to ensure they are relevant, streamlined and user-friendly. 	Leadership Team Data Lead Careers and Aspirations Task and Finish Group	
Curriculum	Objective	Key tasks and Strategies	Team responsible	Resources & Costs
	Develop and enhance the quality and ambition of the curriculum	<ul style="list-style-type: none"> Staff make links and collaborate more widely with other schools to strive for further improvements Opportunities to visit AP, special and mainstream schools are exploited to collaborate and develop and enrich the curriculum All KS4 teachers participate in GCSE specification training and or moderation. Teachers review their curriculum planning and sequencing, ensuring quality and ambition. Pupil work is used by leaders, alongside subject folders to monitor the quality and ambition of the curriculum. Resultant improvements or changes are introduced in a timely manner and reviewed to ensure that value is being added and that there is measurable impact on pupil progress. 	Headteacher and Leadership Team	

Inspiring change for a brighter future

Ethos and Culture	Leadership	Behaviour, Safety and Inclusion	Curriculum and Teaching
<ul style="list-style-type: none"> Continually adapted the culture of the school to meet the needs of the pupils, supporting diversity and inclusion. Staff collaborated on the development of the hidden curriculum criteria, it was published and disseminated to all staff. Community outreach – afternoon teas made and delivered to local elderly people, planters made and shared with local community End of term form trips, funded by HAF, have supported the development and promotion of team work and core values. Participated in the social skills project with the VRU to develop the emotional wellbeing interventions for pupils. Achieved the Carnegie Centre of Excellence Gold Award for mental health. Introduction of core values - Kindness, resilience, commitment certificates/recognition in assembly. Innovation assemblies introduced every other week. Identified pupils have been reintegrated into appropriate mainstream and special provisions. In 2022-2023 The Rowans has returned more pupils to mainstream than in the previous 15 years. Kylo, the reading rabbit has joined the school community to help reluctant readers and also as therapy for supporting pupils with emotional regulation. New Sensory room introduced and resourced. New interventions teaching assistant recruited. Charity days raised money for various charities, selected by the school council Student council was rebranded and relaunched. It became high profile and Peer mentoring started after feedback to Medway council Building partnerships with other provisions sharing knowledge and expertise. Feedback to Medway council and training regarding TIP Enrichment week offered pupils a range of cultural and sporting opportunities. 	<ul style="list-style-type: none"> Interventions, Inclusions and Mental Health Lead completed and achieved the Senior Mental Health Practitioner Training. CH successfully completed the SENDCO qualification Whole staff training had an ongoing focus on dyslexia-friendly classrooms. The 'AP Quality Benchmark Toolkit' for school improvement and quality assurance processes was used to create an action plan, which was actioned to improve the provision. All ITT, ECT teachers and apprentice teaching assistants have had high quality support and mentoring. Supported the training of student social workers from the University of Kent, offering both 70 day placements. We have increased school counsellor provision and she has established positive and trusting relationships with pupils A programme of supervision for staff was offered term 6. Positive and professional working relationships with external providers such as Mid-Kent College, TGTSH, KMT. Primary Support Service has offered outstanding in-house and outreach support for primary pupils in Medway, detailed on the 2022/2023 data dashboard. Retained and recruited staff to maintain and build an effective staff team, including successfully inducted 2 year 2 ECTs, 2 year 1 ECTs, 1 schools direct English trainee and 1 apprentice teaching assistant has passes with distinction. Ongoing internal scrutiny programme, including audits for Health and Safety, Environmental Health and Catering have been undertaken throughout the year. Internal auditors visit to evaluate financial control systems. Two internal audits have taken place this year – in May and July 2023. These are discussed in detail at Finance and Resources Committee meetings and action plan monitored to ensure compliance with recommendations. 	<ul style="list-style-type: none"> The safeguarding Team continued to grow their champion roles, attending specific training, implementing changes and creating support leaflets. CPOMS is used as a tool to ensure effective safeguarding recording and reporting. Signs of Safety has been embedded as a process for multi-agency meetings and internal single agency meetings, where appropriate. During the 'Let's Connect' mental health week, there was a focus on online safety. Subject specific reward trips for maths to an escape room The Rowans had a 'safeguarding snack'/audit by the local authority. The resultant report was overwhelmingly positive and the few actions have been implemented. Growth and strengthening of relationships with external agencies to further support pupils. Quality of blended learning has improved and is robustly monitored until a full time return to school is possible. Introduction of Academic Induction Day has been overwhelmingly positive with preparation for return to school being invaluable, re-establishing expectations. Attendance procedures were updated, in light of new guidance and National concern. A new attendance contract has been used to support an improvement in attendance prior to court action or attendance fines. Attendance incentives were introduced including a Christmas hamper and an attendance certificate swarded for improvement in attendance, in assembly. Alternatives to suspensions were trialled to support pupils and reduce loss of learning. 2 pupils with EBSA were taught in their homes, with mental health support. Form tutors provided with mobile phones for ease of contact with parents/carers and to support attendance. Risk assessments are routinely reviewed and updated 	<ul style="list-style-type: none"> Careers have greater links with local businesses and visitors to the school and visits to local businesses have enhance the curriculum. Graduated approach used more routinely to support individual pupils Metamemory activities are included on sequencing and evident in practice and monitoring. Robust BTEC assessment plan in place. Option, voice and choice: There is a comprehensive options offer for KS4 All staff visited other provisions on a training day to enhance practice at The Rowans Maths support sessions after school for support staff were welcomed Maths and English mocks were completed under full exam conditions. CPD English and maths starters were implemented explicitly for two weeks for all classes. All KS3 pupils have accessed reading interventions and closed the gap between chronological age and reading age The tri-annual reports are analysed by teachers and teaching assistants, as part of CPD, to ensure that data is used to inform teaching and support for learning. Work experience was offered to all Year 10 and some Year 11 pupils Introduction of sensory toys and coloured overlays for all teachers to use as needed with pupils. Teaching has been tailored to individual needs and formalised 'brain breaks' introduced Both task and finish groups had impact across the school for SEND and for careers and aspirations, with progress being made in both areas. A range of 'nutshell' documents are now available on aspects of SEND EHCP pathway process introduced to ensure there is strong evidence to support applications.

	<ul style="list-style-type: none"> • 3 year budget plan approved by Trustees and submitted to ESFA. • External auditors provide year end audit, leading to preparation of annual accounts and financial statements, which are published on website. • Successful trustee training programme, delivered by a range of staff. • Leadership have facilitated many visits from AP colleagues to The Rowans to support their journeys of improvement. • Leaders have continued to deliver trauma informed practice training for school across Medway, with overwhelmingly positive feedback. 		
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