



The Inspiring Change Self Evaluation Form

‘Inspiring change for a brighter future’

Overview

With the pandemic years behind us but arguably dealing with a lasting legacy from this time, The Rowans has grown to respond to the increased needs. Throughout the pandemic The Rowans’ response remained proactive and robust, centred around the visible and unseen needs of our pupils. We were best placed to make accurate judgements about the safety, welfare and education of our pupils due to the in-depth knowledge and outstanding relationships we have with each and every one of our pupils and their families. Our response was split in to four categories, safeguarding, welfare, learning and staff well-being. During the years which followed the pandemic The Rowans focused on its bespoke recovery curriculum which had 5 key areas:

1. Quality teaching and learning with a focus on metamemory
2. Safe space = trusted adults (trauma-informed practice)
3. Pandemic register shared with staff leading to ‘every interaction is an intervention’
4. Focus on core values with a focus on ‘caught being kind’
5. Team building to re-establish a sense of community and improve wellbeing

Following on from the unprecedented ‘Covid Years’ we find ourselves in a new normal. Understandably it has taken a while for staff and pupils to settle back into normal educational expectations with some things possibly changing forever. More and more schools are reporting the change in attitude towards school attendance following so many home-schooled children and schools are battling with changes in parental expectations and views.

The Rowans AP Academy has extended provision over the last three years. The Inspiring Change Trust remains a single academy Trust with the new provisions coming under the Rowans DFE number. The provisions are as follows; The Rowans Secondary Provision, a Primary Alternative Provision (ICPAP), a Primary SEMH SEN (ICSSEN) provision and a traded Primary outreach service.

In July 2021 a significant change application for a temporary age range expansion at The Rowans AP Academy and the establishment of temporary satellite provision at Mierscourt Primary School was submitted to the Headteacher board. This request was approved and we worked with the regional school’s commissioner’s office to amend agreements to bring the change into effect. From September 2021, the Rowans extended its provision in order to support Primary schools and their pupils in the interim period before The Beeches free school comes online.

The Beeches Alternative Provision has been approved and we are very nearly at the construction stage. In the meantime, we have worked closely with Primary Headteachers and been supported by the Local Authority to devise a primary support service, which can bridge the much-needed gap of support between now and the opening of the Beeches.

Medway Local Authority funded a Primary Outreach service and the Primary AP for a period of two years. The AP has continued to be funded but the Outreach has needed to move to a traded service – there is hope that there will be an opportunity in the future to bid for funding from Medway to make this free at the point of access to schools. The Outreach and Primary AP worked with schools for two years to support pupils to successfully access learning in a mainstream setting with their peers. This support was either outreach support for the pupil, the school or the family or a short period of time at the Inspiring change primary AP.

The AP is situated in a building adjacent to Mierscourt Primary School. The premises have been adapted to ensure a safe and purposeful learning environment, the building, garden and surrounding areas are completely separate and self-contained.

We have continued to work in partnership with Medway schools, providing intensive support enabling children to access education, regulate their emotions and make progress academically and personally, whilst at the same time supporting teachers and school staff. This system is continually adapting to the needs of Medway schools and fitting within Medway’s ‘a system to support inclusion’. There is uncertainty around the future of the Outreach service and the Primary AP but currently both services are in demand and making a positive difference.

In September 2023, a new SEN Primary Provision was set up in collaboration with Medway Council. This is an interim provision before the full opening of The Beeches Free School. In addition to the alternative provision and outreach service provided by The Beeches Medway Council have requested for there to be a number of places for young people with EHCPs with the primary need as SEMH, hence the inception of this new provision. The new SEN Primary Provision (ICPAP) is focused on providing exceptional care and tailored education for children with Social, Emotional, and Mental Health (SEMH) as their primary need. We recognise the diverse and distinctive challenges that SEMH children face on their educational journey and we have embarked on a mission to create a nurturing and inclusive environment where each child can thrive and flourish. Our vision is grounded in the belief that every child, irrespective of their individual circumstances, has the innate potential for growth and achievement. We are committed to unlocking this potential by offering an educational experience that is not only compassionate and supportive but also academically enriching. Our team of dedicated staff is committed to the holistic development of each pupil. We understand that SEMH children require an educational program that goes beyond conventional learning. Our curriculum is carefully designed to address their unique needs, focusing on social and emotional development, while also catering to their academic growth. This provision is currently in a temporary purpose-built provision on the site of The Rowans AP Academy and the school benefits from sharing the resources of the secondary provision.

Our current offer, all under the Rowans DFE number is in line with the DFE SEND and AP Green paper which identifies 3 key challenges

- The system is failing to deliver improved outcomes for CYP with SEND
- Parents confidence in the system is in decline
- Despite substantial investment the system is financially unsustainable (over 50% increase 19/20 – 22/23)

The green paper proposes to improve outcomes and experiences within a fair and financially sustainable system by;

- Creating a single national SEND and AP system
- Improving capacity and expertise in mainstream schools
- Ensuring high quality, specialist provision with a clear vision for AP delivering early intervention
- Identifying clear roles and responsibilities across the system
- Focussing on effective delivery from the start and supporting the system to respond to immediate challenges whilst preparing for longer term reform.

“There is a vicious cycle of late intervention, low confidence, and inefficient resource allocation.....The cycle starts in early years and mainstream settings, where early identification of need and provision of support does not happen consistently”
Green paper

Alternative provision and intervention (outreach) is key to improving the system, more over, Inspiring Change’s level of experience, expertise and proven track record can be part of the solution and as such is developing its provisions and services to meet the ever increasing demand and needs of young people.

In November 2021, The Rowans received a full section 5 Ofsted inspection. The Rowans was judged to be outstanding in all four areas. With the exception of ICSEN all provisions were inspected.

Context of the School

“The work of an AP school, then, is much more complex than simply imparting knowledge. It involves rebuilding the emotional damage of exclusion; developing trusting relationships often with young people who have had few trusted adults in their lives; and attempting to catch up learners who are often far behind their peers”.

K Gill, Making The Difference

The Rowans is an Alternative Provision Academy and part of The Inspiring Change Multi Academy Trust for pupils aged 5-16. The Rowans is currently rated ‘*Outstanding*’ by Ofsted, 2021.

Currently The Rowans is the only provision within the MAT (as mentioned above within the Rowans there are now several other provisions/services – Inspiring Change Primary alternative provision for up to 8 children, the Inspiring change Outreach service and the Inspiring Change SEN Primary provision), however a new AP Free School (The Beeches) is in the planning stages and is due to open in 2025.

The following is an extract from the RCS review letter:

I was pleased to hear about the continued strength of work at The Rowans, and how the provision continues to provide for some of the most vulnerable young people in Medway. The trust benefits from strong leadership, at both executive and non-executive levels, and strong succession planning is helping to future-proof the trust in the medium term. The vision of the trust board is clear and excitingly aspirational

— looking to develop a high- quality, coherent AP service for Medway. I am looking forward to seeing the impact that the trust can make in this area in the coming years.

We also discussed your trust's plan to strengthen over the next year.

As such, we agreed that the trust's priorities for the year are to:

- Continue the school improvement work at The Rowans, developing the reintegration programme, therapeutic interventions and the 'Rowans 6' measure to track performance.
- Embed the new leadership structure.
- Progress work with The Beeches as planned.
- Continue to collaborate with education system leaders and Medway LA to improve the provision for Medway's most vulnerable young people.

With a delay to the opening of The Beeches we have established high quality primary phase alternative and SEN provisions. These provisions continue to grow upon the success of the Rowans secondary AP. All staff across the provisions and services hold the vision and values of the Rowans, ensuring that the primary provisions are a beacon of best practice.

Throughout this document The Rowans will be referenced, there will be occasions when reference will be made to the Inspiring Change Trust provisions (all under the one Rowans DFE number)

The Rowans provisions offer holistic care, combining quality education with personalised behaviour and emotional support for individual pupils, many of whom have often been out of education for a substantial period of time, some of whom have previously been school refusers and all of whom have complex social, emotional and mental health needs. We have a strong, dedicated staff comprising of teachers, teaching assistants, dedicated intervention staff and specialist administrative staff. We focus strongly on pupil progress both academic and personal, working within our vision of:

- Inspiring change for a brighter future
- Where the alternative is not inferior
- Equipping pupils with core values and qualifications
- 'We see you, we hear you, we are with you'

Our vision is lived alongside the practice and promotion of our 3 core values of kindness, commitment and resilience.

There is an increasingly sharper focus on reintegrating pupils back into mainstream, a focussed task and finish group last year ensured that the work to improve the movement and turnover of pupils was of the highest priority and ensured support in the right place at the right time.

All staff strongly agree they are proud to be a member of the School. They report that the School is well led and managed and that the School makes appropriate provision for their professional development.

The 2021 Ofsted inspection rated The Rowans Outstanding in all four categories.

Pupils' lives are turned around during their time at this school. When they arrive, pupils are often unhappy, feel rejected and lack confidence. By the time they leave, they are happy and enthusiastic, with clear plans for their future lives. Staff work tirelessly to give pupils the emotional support they need. They help pupils to realise that this school is a place of safety. Pupils feel very safe at this school. The school offers a range of therapies that help pupils to improve their sense of well-being. The behaviour of pupils is exemplary. The school deals with any rare incidents of bullying in a firm but fair way. There is an extensive range of extra-curricular activities. Staff go out of their way to find activities that interest and enthuse every pupil. These activities give pupils opportunities to take responsibility, become more resilient and build a passion for life – Ofsted 2021

Overall effectiveness (including the promotion of pupils' SMSC and education provision for different pupils needs)

Progress continues to be outstanding in all areas, in all provisions. All stakeholders are committed to providing a first-class education for all learners. Pupils continue to make outstanding progress and all staff are thoroughly committed to ensuring that all children reach their full potential. The school has a very thorough induction system in place for new pupils starting, this enables all staff to know detailed information about the pupils and the context in which they arrive. The pupils are assessed in all areas upon arrival, which enables individual, ambitious and personalised plans to be put in place. The overall curriculum offer is engaging and relevant, progressive and enriching. Each subject curriculum's intent, implementation and impact is clear and robust. Enrichment is a key element of the curriculum, exploiting many opportunities for cultural capital learning and engagement. The staff, led by the Headteacher know the school well, they know where the areas of excellence are and the areas for further development. Quality assurance processes have confirmed the leadership group's judgements. The quality of education is outstanding, with high aspirations for all and as a result The Rowans continues to compare outstandingly well with AP/PRU data nationally at KS4.

Curriculum provision at ICPAP and ICSEN are equally strong and engaging. ICSEN pupils are single rolled at the provision and have all requirements of their EHCPs thoroughly met. The primary curriculums meet the requirements for AP and SEN within the national curriculum.

Progress is outstanding in relation to individual starting points and for some pupils their individual progress is exceptional. The clear and extremely well applied behaviour, inclusion and relationships policy, enables pupils to take ownership of their behaviour and sustained change for the better can be seen over time. The values system for positive behaviour and development of the core values allow pupils the opportunity to reflect on their learning journey and make good choices. The celebration of achievements and the core values further embeds positive change.

All pupils are offered a holistic education, developing character, promoting personal development and gaining qualifications that will lead to an appropriate and sustained post 16 pathway where applicable. The school offers a wide, rich set of experiences through the curriculum and through extra-curricular activities. There is a relentless focus on helping pupils to realise the true levels of their talents and their academic potential, and where possible we fully encourage pupils to re-integrate into mainstream life.

The well-established school council also ensures that the pupil voice is heard and answered. Pupils respect each other and have an increased level of understanding to each other's challenges and issues. They interact positively, there are minimal incidences of racism, bullying or discrimination. Pupils have increasingly positive attitudes to learning, they work through their previous negative experiences in school and are keen to make sustained changes. The staff have worked hard to ensure that we are a trauma-informed community where pupils feel safe, loved and valued, staff and pupils are proud of their school and there is a positive working atmosphere.

We are proud of our success in meeting the needs of those with significant behaviour or learning difficulties and other vulnerable groups. We have increasingly broadened our approaches to teaching these pupils who consequently make outstanding progress, with all pupils supported to achieve their potential. Pupils enjoy coming to school and are enjoying experiencing success. All around the school there are examples of success and achievement and pupils are encouraged to have high aspirations. Leadership roles and responsibilities are clearly defined and having a positive impact.

Without exception, the staff team are united in the pursuit of a shared, ambitious vision for the children and the partnership working with other agencies and families ensures the pupils have the best possible opportunities for success and achievement.

There are strong links with a range of outside agencies who ensure that pupils, including those with an education, health and care (EHC) plan, have the support they need beyond the academic, the school excels in providing a rich and varied range of opportunities – Ofsted 2021

Quality of Education

The current judgement for quality of education is Outstanding

Leaders ensure that there is a rich curriculum that inspires pupils to achieve well. Staff have the highest expectations, and pupils step up to that challenge. Pupils achieve an impressive range of qualifications; these provide an excellent stepping stone to fulfil their future life aspirations - Ofsted 2021

Curriculum Intent

The three curriculums are engaging and relevant, progressive and enriching. Pupils are supported to re-engage in their own learning, develop a love and confidence in learning, gain qualifications and embrace options for their next steps. Academic, social and emotional and personal progress is paramount to the overall success of learners. Enrichment is a key element of the curriculum supporting academic learning and providing pupils with opportunities and life experiences outside of the classroom broadening their horizons and aspirations for their futures. All members of the staff contributed to the overall school curriculum intent with Subject specific curriculum intents written and shared with colleagues across the school. The primary provisions have their own bespoke curriculums well matched to their individual co-horts and needs.

The quality of education is outstanding. Leaders have designed an impressive curriculum that meets pupils' academic and emotional needs. Subjects are carefully sequenced to ensure that pupils build on their knowledge in a step-by-step way. All staff share leaders' high ambitions. They reignite pupils' interest in learning and expect work of the highest quality. Most pupils achieve an impressive range of GCSEs and other qualifications. – Ofsted 2021

- The curriculums are coherently planned and sequenced to build knowledge and skills at all key stages.
- The KS2 curriculums are bespoke and adapted to meet the needs of both settings.
- The KS3 curriculum is broad, covering many key areas of learning, supporting possible re-integration.
- The KS4 curriculum is annually reviewed, adapted and changed to meet the needs of changing cohorts, increasing opportunities for pupils to achieve relevant academic and vocational qualifications. KS4 options are studied over a period of one year to ensure a greater breadth of study over a rolling two-year period and providing pupils with the opportunity to gain more qualifications.
- The progressive curriculums close academic gaps, identified through robust and comprehensive pre-admission procedures and baseline testing.
- Supporting pupils with SEND is high priority. There is a whole school SEND action plan, it is a focus on the school improvement plan. One of the 3 task and finish groups for 2023/24 focuses on intervention and a new task and finish group of literacy and numeracy across the curriculum all of which are Trust priorities.
- High aspirations are crucial in supporting pupils to have a growth mindset where achievements are celebrated.
- High expectations of achievement help provide a focus for pupil progress and build into a rigorous tracking system, monitoring progress and enabling interventions to have maximum impact.
- Skills for future life are mapped across the curriculum and made explicit. Careers work done within the school helps pupils have a secure understanding of the world of work and an appropriate and sustained post 16 pathway.
- Pupils develop skills and knowledge through the curriculum that can be applied in their daily lives and in the future, developing the core values of kindness, commitment and resilience.
- For Key stage 4, the holistic education is recognised and measured through The Rowans 6 measure, which reflects a complete picture of the progress pupils make.
- Wrap around enrichment curriculum gives pupils the opportunity to engage with learning experiences outside of the classroom, providing many opportunities for cultural capital and to build vital and effective relationships.
- The PSHE and RSE curriculum allows pupils to develop a stronger sense of self-worth and understanding of the wider world through a robust curriculum.
- Targeted interventions support the academic and social emotional development and outdoor learning promotes pupil well-being, the interventions offer continues to grow year on year and is adapted to the different age groups, needs and abilities.

Staff are experts in identifying each pupil's academic and emotional needs. They assess these regularly to ensure they are always being met. These develop pupils' understanding of the world and enhance their personal development. For example, activities such as bush craft help pupils to develop their confidence and sense of self-reliance – Ofsted 2021

- The positive mental health of the pupils is important and is addressed through the curriculum, via interventions and through the hidden curriculum.
- Leaders review the curriculums ensuring that curriculum mapping and medium-term plans support pupils to acquire the intended knowledge and skills.

- Reading is a high priority across the key stages, with pupils provided with opportunities to read widely and often during lessons and also as part of the interventions programme, to close gaps between reading age and chronological age.

Reading is given a high priority in the school. Those pupils who are not confident readers are given regular support to improve. More confident readers make good use of the impressive library - Ofsted 2021

Curriculum Implementation

- Teachers have expert knowledge of the subjects and key stages that they teach and deliver learning with passion and creativity.
- Teachers have unrelenting high expectations, which enables pupils to make good progress and develop a range of skills across the curriculum. Effective teaching strategies are matched closely to the pupils needs and ensure optimum progress in learning.
- Detailed information on pupils from the induction process and information collected by the welfare and attendance lead directly from the previous school is shared with teachers to inform planning and ensure personalisation.
- A pupil progress framework which combines a teacher-led and pupil-led approach, celebrates pupil progress and takes swift action where progress is not in line with expectations.
- Teachers use the '*7 principles that underpin highly effective teaching*' – subject knowledge, explanations, questioning and responding, feedback to feedforward, modelling, metacognition and meta-memory in their lesson planning and delivery. Targeted training for teachers has supported growth in all these areas.
- External expertise and support has been sought to quality assure our monitoring and assessment processes, leading to further development of our overall systems and within individual subjects. Senior Leaders judgements have been quality assured by external professionals.
- All subject areas and key stages have been subject to an Ofsted-style 'deep dive' by the Leadership team and Trustees with an expertise in teaching, learning and curriculum, to support subject development and progression.
- The use of assessment to support learning is outstanding. Pupils are assessed regularly and accurately at both key stages. Pupils all have a baseline and an aspirational target pathway on their books/folders, next steps are clearly identified and signposted so that further progress can be made. All pupils are fully aware of where they are in their learning and what their next steps are. Outstanding teamwork supports and engages learners, teaching assistants are deployed effectively and there is a symbiotic relationship with teachers ensuring optimum progress.
- Staff use assessment to ensure their lessons have the right levels of challenge, and as a result, pupils are increasingly successful. Formal data capture takes place three times a year, which enables tracking and monitoring of pupil progress. This data is used to inform routine progress meetings, where comprehensive minutes are taken and action points shared with all staff, the pupil and their parents.
- The Trust adopted a coaching culture based around the principle of 'improve not prove'. There was a dedicated staff coaching task and finish group in 2022/23 to fully embed this within school. This incorporates learning walks, lesson drop ins and observations, work scrutiny and is integral to the 'performance development' processes. Progress in this area continues and we continue to be committed to a coaching culture focussing on pupil needs and pathways to possible EHCPs.
- High expectations are set by all staff and founded on our day sheet values for key stage 3 and 4 and explicitly implemented throughout key stage 2. Investment in pupil mentoring, daily monitoring through the day sheets and the celebration of individual and whole school successes is set alongside a restorative approach.
- Pupils support each other across the key stages
- There is a strong whole school values system rigorously applied which is evident throughout school life. The core values of commitment, kindness and resilience play an integral role in all aspects across school life.

Curriculum Impact

The Rowans continues to compare outstandingly well with AP/PRU data nationally at KS4.

Year 11 Headline Data	The Rowans 2022/2023	National AP Data 2019/2020
Attainment 8 Average	12.47	8.40
5 or more accredited qualifications (% 1-9)	62.50%	25%
At least 1 GCSE or equivalent (% 1-9)	93.75%	61%

Overall Key stage 3 progress is outstanding.

- All Key stage 2 and year 7&8 pupils have a named mainstream school to work towards returning to. The current systems within Medway are challenging in terms of reintegrating pupils, however we are committed to giving all pupils this opportunity and are working hard to support individual pupils for whom it is appropriate. There is a formal 12-week placement for key stage 2 and 3 pupils who are at risk of permanent exclusion or who need a period of time at an alternative provision to meet complex needs and or chaotic/traumatic personal circumstances.
- With 'Analyse school performance' data not available for the Rowans, we use national AP/PRU data and our own comprehensive baseline assessment package to track progress, set aspirational targets and analyse and evaluate achievement. There are robust assessment and tracking procedures. Data reports are produced three times a year, shared and used by all staff. Some areas show outstanding progress in all key stages. The interventions team analyse the progress reports alongside other data such as the 'vulnerability index', they identify and support pupils that need additional help, allowing them to close attainment gaps and reach their full potential. The interventions are carefully planned to support pupils' independent learning needs and improve their access, participation and achievement in the curriculum. The team offer academic, social, therapeutic and welfare interventions and these are tailored to meet the needs of the individual pupils. The interventions team are an integral part of school and the work that they carry out is crucial in supporting pupils, meeting individual needs and closing gaps.
- The pupil premium money ensures quality teaching and learning and equal access to the curriculum, funding some of the intervention team posts, and ensuring that pupils who receive pupil premium are targeted for intervention where appropriate and make progress in line with their peers.
- We take into consideration the pupils' Key stage 2 data however we feel strongly that within the AP setting this alone is not an accurate assessment of progress or predictor of attainment.
- Boxall Profiles are used across provision to assess the social, emotional and mental health needs of the pupils, this has replaced the Strengths and difficulties questionnaires (SDQ). This data is used to inform interventions and can be used as a tool to explain trends in pupil progress data as well as indicate mental health needs. Pupils also complete a WRAT5 (wide range achievement test), Hodder reading, Vernon spelling, an IDL screener for dyslexia and dyscalculia and a getting to know me information sheet. The amalgamation of this data is a secure baseline for all pupils and a data overview is generated.
- Progress is outstanding in relation to individual starting points and for some pupils their individual progress is exceptional. On entry, data shows that pupils are underachieving; however, progress for most pupils is in line or often exceeding progress expectations by the end of the academic year.
- Progress improved since the 2015 Ofsted and continues to improve from the 2021 Ofsted, this improvement has been particularly significant in the last few years. Our analysis shows that overall progress in a wide range of subjects is consistently strong and monitoring indicates that pupils achieve well over time.
- Monitoring, triangulation of data and quality assurance including scrutiny of pupils' work is carried out and shows that progress and the quality of learning is strong. The Academy's judgements are regularly quality assured externally, this ensures that the leadership's views of the school's strengths and areas of development are accurate.
- We are committed to supporting pupils to read to an age-appropriate level and fluency. There is a timetabled weekly 'skills for learning' lesson in key stage 3 which focuses on literacy, numeracy, reading and speech and language. Reading is also a targeted intervention across the school. There is a well-stocked and well utilised library. Tux the intervention dog assists pupils in their reading interventions. Progress in reading forms one of our key performance measures as part of 'Rowans 6'. This measure has been designed by us as a way of making year-on-year comparisons and emphasising the many areas of progress made by pupils at The Rowans.

Rowans 6 is a performance measure designed and used by The Rowans AP. It includes:

- Percentage of pupils achieving a standard pass in English and mathematics (grade 4 in the performance tables)
- Percentage of pupils achieving 5 or more qualifications, 1-9 grades
- Percentage of pupils staying in education or employment after key stage 4 (destination)
- Percentage improvement of behaviour using the Behaviour Profile tool
- Percentage improvement of attendance compared against previous school
- Number of months progress in reading age

The Rowans 6 data from 2019/2020 and 2020/2021 is skewed due to the effects of Covid (remote education started from March 20th 2020 and from 4th January 2021)

Measure	Outcome 2022/2023	Outcome 2020/2021	Outcome 2019/2020
Percentage of pupils achieving a standard pass in English and mathematics	0%	35.29%	14.28%
Percentage of pupils achieving 5 or more qualifications, 1-9 grades	62.5%	70.59%	71.4%

Percentage of pupils staying in education or employment after key stage 4	87%	94.11%	100%
Percentage improvement of behaviour using the Behaviour Profile tool	-12.98%	2.15%	4.78%
Score difference in start and end point SDQ measures - Pupil	N/A	0.06	0.07
Score difference in start and end point SDQ measures - Parent	N/A	0.24	1.29
Number of months progress in reading age	23	23	4

Why achievement is not the grade below

The quality of education provided is exceptional. The engaging and relevant, progressive and enriching curriculum supports pupils to consistently achieve highly, in preparation for future learning and employment.

- The priorities on the school improvement plan form the focus for the staff task and finish group, which in turn, build into the second performance development target, ensuring that all staff contribute to school improvement.
- External 'Deep Dive' and internal 'deep dives' leading to increased knowledge and understanding of the new Ofsted framework and development of individual subject intent and implementation, the impact of this shown in the Ofsted 2021 outcome of outstanding in all areas.
- Interventions continues to be integral to the curriculum, with a broader offer than previous year
- Coaching culture has become part of the monitoring processes. All staff have received CPD on coaching conversations to encourage staff to develop each other's practice outside of the formal monitoring of teaching and learning. It is now being led by the Deputy Headteacher.
- Progress Framework has evolved comprehensively outlining the policies, frameworks, systems and processes that together, support pupil progress
- The gap between chronological age and reading age has continued to close. Reading initiatives such as 'World Book Day' events and house competitions have had a positive impact on reading and its importance across the school.
- Medium and long term plans now include signposting to cultural capital and careers. This has been embedded into the teaching and learning of subjects. There has been a collaborative approach to raise the profile of cultural capital and careers throughout the school.
- Curriculum sequencing and mapping for each subject is complete and used as part of planning and delivery
- Baseline assessment has been streamlined and the data better utilised by teachers to set ambitious targets.
- Improved staff engagement with progress data via pupil progress meetings to inform interventions and support ensure individual needs are met
- Our assessment policy has been updated and ratified to be more bespoke to specific subjects allowing teachers greater autonomy in tracking and recording pupils progress
- Careers and aspirations task and finish group has developed a rigorous mentoring system for all year 11 pupils. Ensuring appropriate post 16 destinations are obtained and mapped from the beginning of year 11.
- Teaching assistants' roles have been enhanced by bespoke and focused training. Twilight training has been adapted to support their development and growth.
- IT to support learning - Google Classroom Google classroom has been implemented school wide and is sometimes utilised for remote learning and live lessons.
- 100% of all Gatsby benchmarks have been achieved with detailed evidencing of all benchmarks made. The careers programme is robust and evaluated annually.
- National Quality in Careers Mark has been evidenced and awarded.

Pupils benefit from an exceptional careers programme. It provides numerous opportunities for pupils to consider different options. Pupils' interests are carefully matched to work experience opportunities. Almost every pupil who has left The Rowans has gone onto further education, employment or training - Ofsted 2021

Behaviour and Attitudes**The current judgement for behaviour and attitudes is Outstanding****Evidence that supports that judgement:**

When they first arrive, many of the pupils show extremely challenging behaviour, many have been permanently excluded from their mainstream schools, others are at risk of exclusion following significant suspensions and the Primary pupils have complex needs. The clear and extremely well applied behaviour, inclusion and relationships policy enables pupils to take ownership of their behaviour and sustained change for the better can be seen over time.

The behaviour of pupils is excellent. They are respectful and courteous to both staff and their fellow pupils. Attitudes to learning are exceptional. For example, in a mathematics lesson, pupils were so keen to complete answering a question that they kept working after the lesson had ended – Ofsted 2021

- Behaviour and attitudes to learning have improved due to an engaging and relevant, progressive and enriching curriculum - improvements in teaching and learning pedagogy; vocational learning opportunities, a personalised curriculum for the individual with the timely use of academic and therapeutic interventions alongside welfare support.
- Suspensions are used as a very last resort with a reduction in the number of suspensions over the last five years as the school has used alternative strategies to suspension. With a continually changing cohort there is a relentless focus on behaviour in and out of lessons.
- With an unrelenting focus on behaviour, inclusion and relationships, we have developed a Behaviour, Inclusion and Relationships Handbook, issued at staff induction and also used as part of the ongoing staff training and CPD programme. This prompted a re-write of the Behaviour policy, with contributions from all staff, that reflected the importance of our hidden curriculum.
- The 'readiness for reintegration' and 'readiness for next steps' profiles for individual pupils show improvements in overall individual behaviour over time.
- The values system for positive behaviour and development of our core values has been a huge success. There is celebration of achievements, with a weekly celebration assembly at secondary level, student of the week, attendance star of the week, intervention star of the week and a termly values day. Assemblies are more interactive with the introduction of an 'innovation assembly' every two weeks. These assemblies are based around the house system and often involve a house competition. They are engaging, fun and motivational, building on belonging and our family values.
- Enrichment week has replaced activities week with a greater focus on cultural experiences. The Primary provisions use the core values, praise and reward and a system of class Dojos. Tapestry software is used by the Primary provisions to celebrate pupil progress, learning and success with parents.
- We regularly communicate with parents and carers. Parent/carer questionnaire responses consistently show that 100% of parents feel their child is safe at school and well looked after. Opinions include "They treat my son with respect and understanding", "They listen to any problems and deal with concerns brilliantly" "One big family of support, fantastic teachers, my son is a changed boy" "Overall I am completely happy with all staff even though **** is in home remote learning (at my request) if I have a problem staff are always there when I call and help the best they can. Staff are/have been amazing through this difficult time and I thank you all. Superb Staff. Superb School." "The arms of the teachers are open wide – smiles and happy to help the children. Without the teachers, my daughter's mental health would be completely on the floor: no education or future. I thank you all so much for all your hard work and enthusiasm. You're far more than just teachers, you are heroes, and we are, as ever, so grateful."
- The parental questionnaire shows an overwhelming majority of parents are pleased and feel that their children are finally receiving the support and education that they need to make progress, be happy and make positive changes.
- There is a well-established school council led by the pupils. A recent re-structure has established specific roles such as peer mentors and school and community ambassadors. This has increased participation and engagement in decision-making by the pupils and allowed better communication between staff and pupils. The school council have achieved the silver accreditation for the 'Rights Respecting Schools Award'. Pupils have joined the Medway youth parliament and have taken a keen interest in current Medway issues, with a Rowan's pupil winning a Medway City of Culture competition.
- The Rowans pupils engage in community outreach, making and delivering afternoon teas to local elderly and vulnerable people on a weekly basis.
- Pupils and staff take pride in the appearance of the provisions. There is a positive and respectful school ethos and culture.
- The staff know the pupils well. They build positive professional relationships quickly and act as positive role models ensuring pupils understand the importance of good attitudes and behaviour in school. The form tutors and form TA play a key role in this process. Every pupil has a pupil profile document which includes all relevant information about the pupil and how they can best reach their full potential and achieve.
- There is a focus for all pupils on aspirations with all pupils being supported and encouraged to actively set short-term and longer-term goals.

- There is a house system within the school, pupils and staff have a strong sense of belonging to their house team. There are termly in-house competitions, these range from sporting competitions to academic competitions such as 'Countdown' and 'mathletics'.
- Pupils tell us that they are listened to and respected by adults and other children. They know who to approach if they have a problem and know that issues are dealt with promptly and effectively. They value the form tutor role and feel that they can go to members of their form team or senior leaders if they have a concern or problem.
- All secondary pupils give in their mobile phones at the start of the school day. This has improved the learning environment immensely. Primary school pupils are not permitted to bring their phones in.
- Pupils respect each other and incidents of racism or harassment are rare. The school has a comprehensive policy for challenging and managing incidents of peer on peer abuse. The pupils have a good awareness of their own needs and the needs of others within the school. Pupils' attitudes to learning are positive and there is a positive ethos in and around the School. All staff have received training, including 'team-teach' and 'Crisis Prevention Training' tackling homophobic bullying, FGM, ACEs and PREVENT training. All staff have completed an extensive range of on-line safeguarding courses on Educare.
- Attendance remains high in comparison to AP/PRU national data and their % attendance from their previous school. The school has robust procedures in place to ensure good attendance. Our behaviour, inclusion and relationships policy and daily procedures feed into this. The day sheet monitors attendance and punctuality on a lesson by lesson basis. First day calling for absent pupils is a priority, the school's expectations of attendance for both staff and pupils is high and regularly reinforced. The School are in regular contact with parents, via phone, text, email and letter. We have devised our own information attendance leaflet which is updated and regularly sent out to parents. The school has also introduced an attendance contract for identified pupils which offers both support and challenge. This has contributed to improved attendance particularly amongst persistent absentees.
- There are regular attendance meetings between the attendance and welfare lead and the Headteacher, where each pupil's individual attendance is analysed, actions are consistently applied and the Attendance Advisory Service is used for referrals, in line with the Attendance and Punctuality Policy.
- Pupils, regardless of ability and backgrounds, tell us that they enjoy coming to school and that they feel safe and secure.
- For key stage 3 and 4 daily pupil tracking sheets monitor how well pupils respect the values during the school day. The daily pupil tracking sheets feed in to the whole school values system. The values system is based on a shared ambition to recognise and reward demonstrable values and support build values where there are areas for improvement. All pupils are aware of the school's high expectations and the values system to support and celebrate improvement.
- The Trusts social media presence continues to be prominent with an Instagram account, Twitter and Facebook, all of which are followed by pupils and their families, trustees, local and wider partners and AP/PRUs around the country. These platforms are used widely to promote and celebrate the work of individual pupils and provision as a whole.

Why behaviour and attitudes is not the grade below

Pupils demonstrate a commitment to their education and all show a greater engagement and attendance than previously. Despite the damage from exclusion and the complex social and emotional issues faced by pupils, they remain motivated, contribute to the life of the school and actively engage with wellbeing initiatives/activities for themselves and for their peers. The pupils work hard towards demonstrating the schools' values, supported by staff, who offer them an inclusive, trauma informed environment where high expectations and core values are consistently modelled.

Personal Development

The current judgement for personal development is Outstanding

After starting at The Rowans, pupils realise that they have joined a school community that really cares about their well-being. Staff build trusting relationships. They are alert to any changes in pupils' mental and physical well-being. As one pupil put it, 'It's friendly here, and teachers listen to you. When I first came, it felt like I had joined a family.' Ofsted 2021

Pupils are offered a holistic education, developing character, promoting personal development and gaining qualifications that will lead to an appropriate and sustained post 16 pathway. The school offers a wide, rich set of experiences through the curriculum, the hidden curriculum and through extra-curricular activities. There is a relentless focus on helping pupils to realise the true levels of their talents and their academic potential.

Evidence that supports that judgement:

- The school ethos and culture promote personal development with our core values being at the centre of all we do. At secondary level, pupils gain house points on their day sheets for demonstrating the three core values of kindness, commitment and resilience. These points contribute to a daily points total, which build into a 3-tiered values day activity programme.
- Pupils are encouraged to be physically healthy and lead an active lifestyle. All pupils are offered dedicated PE lessons each week, with exciting and engaging curriculums that allow all pupils to participate. The Primary aged pupils are also offered swimming lessons. We have a gym on-site and this is available for pupils to use during lunch and after school as part of the extra-curricular offer.
- PSHE and RSE is delivered through dedicated lessons at KS3, the use of form time, whole school assemblies, special assemblies and through group sessions targeting specific topics. PSHE is woven through the Primary curriculum. Relationship and sex education forms part of this programme. In addition, there is one lesson a week, on a carousel for all Key stage 4 pupils.
- There is a wide range of enrichment opportunities throughout the school including subject specific trips and visits, whole school events such as World Book Day, an enrichment week and various residential visits. Pupils visited the 'knife angel' to raise awareness of rising knife crime in the UK.
- There are a range of extra-curricular activities available for the pupils. These are published termly and shared with pupils and parents/carers. Pupils have particularly enjoyed the after-school football club and the BTEC support groups for KS4 pupils.
- There are many implicit and explicit opportunities to promote spiritual, moral, social and cultural development; such as timetabled PSHE lessons, cultural visits, many charity events both worldwide and local and whole School assemblies. SMSC is also embedded in all areas of the curriculum and all opportunities are exploited to celebrate diversity. Throughout the year we invite guest practitioners to deliver key areas. A teacher has responsibility for ensuring that SMCS is high profile in and around the school and that all opportunities for SMCS are exploited. In addition, an evidence file is kept to track these opportunities and to see the impact that they have on the whole school. Whole school assemblies are routinely used to raise awareness and tackle whole school issues and current affairs such as the rise in knife crime nationally and peer-on-peer abuse.
- The curriculum encourages engagement and participation, providing pupils with many opportunities for spiritual, moral, social and cultural development. The range of experiences supports the development of wellbeing; enrichment week, excursions to historical or topical places, such as the theatre or Chatham Historic Dockyard. There has been notable impact of enrichment over time, with pupils now able to manage outside of their comfort zones and travel outside of their home towns. This extra-curricular programme is supported by our extensive range of after school clubs. Working in partnership with the government HAF programme, specific trips and visits arranged during the school holidays to ensure that all pupils are able to remain in contact with school if they need to.
- We are a trauma-informed school, working hard to support pupils who have experienced developmental trauma. All staff are trained in trauma-informed practice and the identification of trauma has become integral to the data collection around vulnerabilities, ensuring targeted support, to limit the impact that ACEs have on pupils in adulthood. All staff recognise that pupils need an emotionally available adult, they have been trained to offer this support and well as strategies to avoid compassion fatigue.
- Welfare needs have an impact on attendance and attainment. The welfare of the pupils is vitally important to us. We have a welfare and attendance lead practitioner who is able to offer the support which pupils and families need. This has been instrumental in building relationships between school and home, nurturing trust and establishing crucial links with fellow professionals and external agencies.
- We continue to provide enrichment packs, delivered to each pupil's home, and offer opportunities for pupils to take part in enrichment activities during the holiday periods, due to successful HAF funding applications.
- Pupils' welfare is key to the success of the provisions. Mental health concerns are taken seriously and support and guidance are given where needed, with a member of the leadership group being the named Mental Health lead. There is an on-site therapist commissioned three days a week, many pupils benefit from this intervention and have the option to self-refer. Alongside a vast range of academic and therapeutic interventions we have seen the growth of emotional literacy as an intervention. The interventions team have also offered a 'Changing lives through horses' programme and

an outdoor education programme for targeted pupils. These have been successful in addressing adversity and supporting personal development.

- The school has a dedicated inclusions, interventions and mental health lead who works tirelessly to promote positive mental health, lead the staff in this area and raise awareness for pupils and their families. This role is now part of the leadership group, raising the profile across the school. The school were successful in achieving the Carnegie centre of excellence for mental health in schools' gold award.
- We provide quality careers information, education, advice and guidance with the Gatsby Benchmarks used to improve the offer. A wide range of employers and training providers speak to pupils to engage them to consider their options for future employment. Careers is high profile at the school. We host our own careers fair annually and the number and range of training providers and employers attending has increased over the last few years. A member of the Leadership Team has responsibility for careers and post 16 pathways and leads a task and finish group whose focus is careers and aspirations.
- Work experience is offered for all year 10 pupils, with some pupils having an extended work placement as part of their curriculum offer, leading directly to future employment opportunities via apprenticeship schemes or to build vocational knowledge and skills within a particular employment sector, in readiness for training or employment.

Why personal development is not the grade below

The school consistently supports the personal development of pupils, enabling them to develop holistically. The curriculum is enriched by a range of planned activities, trips and visits to enhance learning and personal development so that pupils become:

- Successful learners, who enjoy learning, make progress and achieve
- Confident individuals who are able to live a safe, healthy and fulfilling life
- Active and responsible citizens who make a positive contribution to their local community

Leadership and Management

The current judgement for Leadership and Management is Outstanding

Leadership is inspirational. This school is recognised for its excellent practice both within the Medway area and further afield. The vision 'to inspire change for a brighter future' is evident in every aspect of school life. Leaders at this school make sure pupils are given the hope and help they need to succeed and lead fulfilling lives. – Ofsted 2021

Evidence that supports that judgement:

The whole staff team have a shared vision which is based around 'Inspiring change for a brighter future'. The leaders consistently communicate high expectations and ambition for both pupils and staff. As a result of accurate monitoring, rigorous performance development and effective professional development, teaching is routinely outstanding. The three-year attainment and attendance trends show that there have been rapid and sustainable improvements in standards, progress, teaching, learning and assessment.

- The school has a secure and robust governance structure with five members and ten Trustees.
- The school has a committed board of Trustees who systematically support and challenge the school's leadership, they are increasingly knowledgeable about the schools' performance. To effectively impact on the work of the school and leadership at all levels, the Trustees all have a designated area of expertise and this forms the focus for monitoring visits.
- There has been the introduction of a training programme for trustees, delivered by school staff to upskill trustees and share school progress in identified areas.
- Teachers are made fully aware of the links between their performance and pay and that whole school responsibilities are expected of those on higher pay scales, via the performance development process.
- The school is committed to building capacity from within the school structure. Opportunities are available for staff to learn, grow and progress. Capacity has been built within the leadership team and in middle leadership with the additional provisions.
- There are frequent visits from mainstream colleagues keen to see what lies behind our success, this has proved hugely beneficial for our mainstream colleagues and for our staff to keep up-to-date with practice and pedagogy.
- Leaders are successful in improving teaching and learning and in providing an engaging and relevant, progressive and enriching curriculum and all staff keep abreast of relevant educational research and literature. Staff reflect on and debate the way they teach; they have devised their own 'what makes an outstanding teacher' standards. They are involved in their own professional development via the new performance development process. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.
- The Performance Development process is aligned to the curriculum, with all staff having a shared target of using research informed practice to improve teaching and, therefore, outcomes for pupils. Staff all belong to a task and finish group which has an area of focus directly from the school improvement plan, again driving progression through collaboration. The task and finish groups for 2023/24 are interventions, careers and literacy and numeracy across the curriculum.
- Leaders have introduced a coaching culture which has replaced a formal monitoring process. This has supported a culture of 'improve not prove' and given staff increasing responsibility for their own professional development, within a supporting and challenging culture, combining coaching, mentoring and monitoring.
- Reducing teacher workload and supporting staff wellbeing is a key priority and there have been a range of measures and initiatives put in place to support this. Recent staff surveys recognise that the school is supporting their wellbeing. The Trustees and the Leadership Team are fully committed to the well-being of the staff. We have signed up to the National Staff Wellbeing Charter.
- We have been part of a national programme called 'The Difference', and was one of the 10 AP founding partners. This programme seeks to break the cycle between school and social exclusion. The Difference Leaders curriculum is designed to contribute to improved outcomes, build staff capacity and to celebrate national best practice amongst our AP founding partner schools.
- The Leadership team have an on-going drive to engage learners and enable them to succeed in improving their literacy, reading, numeracy and basic life skills so that they are well equipped for the future. Curriculum time has been increased in Maths and English to enable better progress with a dedicated skills for learning lesson once a week at KS3, which focusses on literacy, numeracy, reading and speech and language.
- Quality assurance processes are thorough and robust for all areas of school life. There is a cycle of reviews which offer challenge, celebration and collaborative improvement work.
- The school ensures that each child is respected and valued and staff work successfully to meet their needs academically and socially. We record and deal with incidents promptly (child protection, racism, peer on peer abuse, and parental concerns). Our in-depth involvement with the pupils and their families makes our safeguarding procedures outstanding. Safeguarding has remained a high priority and key area for staff induction and training.
- All staff have up-to-date training in safeguarding procedures. This high-quality training develops staff's vigilance, confidence and competency to challenge pupils' views and encourage debate. They are fully aware of changes to policy including their mandatory duty to report suspected cases of FGM. Their work to protect pupils from radicalisation and extremism is exemplary. All staff and in particular leaders respond swiftly where pupils are vulnerable to issues. All staff have received training on 'Keeping Children Safe in Education, 2023', and are fully aware of their responsibilities. The

school has rigorous recruitment checks and procedures followed by all staff. Within school there is one Designated Safeguarding Lead, the Headteacher and six Deputy Designated Safeguarding Leads, all of whom have champion areas to develop a greater knowledge base and develop more links with wider professionals and support services. Staff are fully aware of these roles and know the procedures for reporting safeguarding concerns.

- We have robust and appropriate measures in place to safeguard and promote the welfare of all pupils within our Academy. There is a culture of vigilance and professional curiosity embedded throughout the school. The safety and welfare of the pupils is fundamental to all work. The Trustees and in particular the Trustee with the area of responsibility for safeguarding ensure that these arrangements are effective. This has been quality assured by a local external expert. The Academy now uses the CPOMS system which ensures a greater level of scrutiny and record keeping.
- Leaders have introduced a vulnerability index, based on a report by the Children's Commissioner. This identifies simply the vulnerabilities faced by individual pupils and this is used to; support individualised learning, feed into whole school and individual provision mapping and to inform therapeutic intervention. This index has further developed to include the recording of ACEs so that, within a culture of trauma-informed practice, appropriate support can be given and action taken to reduce and, where possible, prevent the impact of ACEs in adulthood.
- October 2017- The whole staff team won The Pearson's Teaching Award for Team of the Year. There have been staff winners for the Kent Teaching Awards throughout the past 8 years including Darren Straight in 2022 who won the prestigious award for the Medway area.
- We subscribe to the Thames Gateway Teaching School Hub which is part of the Leigh Institute, supporting initial teacher training ITT. We profit from targeted quality CPD as well as delivering CPD to the other schools in the consortium. We hosted Medway's first 'Inclusion Conference' in 2019, delivering many of the workshops. The conference was well attended and feedback was overwhelmingly positive.
- We are an apprenticeship provider with The Leigh Institute and currently host an apprentice teaching assistant.
- Careful and well managed spending of the pupil premium allocation ensures that disadvantaged pupils achieve at least in line with their peers. There is an in-depth analysis of the pupil premium spending each year which is based firmly on good evidence. Both the Education Endowment Foundation research and 'An updated guide to the pupil premium' by Marc Rowland have informed leaders decisions around the most appropriate way to spend the pupil premium.
- The Headteacher is building capacity within the leadership group and middle leadership, to ensure succession planning and the future leadership of the school.

Successes of Leadership and Management are underpinned by the following key areas of strength:

- Leaders model expert teaching, planning and tracking and facilitate outstanding learning.
- School improvement priorities are clearly articulated in strategic plans that are reviewed regularly and shared with all staff and The Board of Trustees.
- All staff share a common ambition for the pupils' success and work effectively as a team to drive improvement and communicate high expectations.
- Staff make good use of data, pupil progress meetings and evidence from pupils work to identify strengths and areas for development, ensuring optimum attainment and significantly closing attainment gaps.
- Performance development systems are robust and linked to the school's priorities, as identified in the SIP. All staff have focused targets which are directly linked to the school improvement plan and are focused on improving outcomes for pupils.
- Parental engagement, support for families including multi agency partnership is outstanding, particularly as the majority of parents have previously found working with schools difficult. The school works well with parents/carers.

Why leadership and management is not the grade below

The Leadership at all levels is exceptional, it has secured rapid and sustained change and progress in all areas.