



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 2024/2025

Ethos and Culture

- Building a culture of collective responsibility for inclusion and SEND
- The CPD programme allows explicit opportunity for new and existing staff to understand, contribute, and demonstrate our positive culture and ethos including the hidden curriculum, core values and trauma informed practice.

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 relevance of the curriculum
- **For the Primary provision to develop a broad curriculum incorporating outdoor learning, with an unrelenting focus on the core curriculum areas notably, English and Maths, reading and SPAG, whilst ensuring learning is fun, creative and relevant**

Behaviour and Attendance

- Ensure individual practitioners are proactive in their approach to supporting behaviour
- **Equip each child with the skills to self-regulate, understand their own emotions, and triggers and how these affect their behaviour for learning.**
- 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, numeracy and reading become embedded across the curriculum and are high priority for everyone

Leadership

- Strengthen the capacity, effectiveness and impact of new and aspiring leaders.
- **Develop and expand The Rowans Primary provision to successfully meet the needs of up to 24 key stage 1 and 2 pupils, alongside an effective outreach offer**
- Develop an approach to quality assurance of teaching and learning that includes impactful and personalised monitoring, mentoring and coaching

Inclusion

- To develop an inclusive provision which offers unwavering support to the pupils and their families.
- Every child regardless of ability and needs will feel valued and diversity and individuality embraced.
- The provision will use an assets-based approach to celebrate individual strengths whilst working on areas of development.
- There is a clear focus on reintegration developing effective partnership working.

Leadership	Objective	Key tasks and Strategies	Team responsible
	Strengthen the capacity, effectiveness and impact of new and aspiring leaders.	<ul style="list-style-type: none"> Grow, induct and support staff with leadership responsibilities, offering regular supervision The Rowans' Primary and Secondary leaders work together to develop and grow in expertise and confidence The full leadership team meet regularly to ensure the vision and ethos is shared across the school New to leadership role staff are offered regular coaching/check ins with the Headteacher and Deputy Leaders enrol and complete relevant training courses to support them in their roles 	Headteacher
	Develop and expand The Rowans Primary provision to successfully meet the needs of up to 24 key stage 1 and 2 pupils, alongside an effective outreach offer	<ul style="list-style-type: none"> The SENCO takes an active role in ensuring the right children are admitted to the provision with the right funding to ensure the provision can meet their needs The teaching staff are fully inducted and supported and roles and responsibilities are shared appropriately The lead teacher and 2nd in charge work collaboratively to ensure positive leadership of the provision There is a comprehensive CPD package for all staff 	Headteacher, SENCO, Primary Lead Teacher and primary 2 nd i/c
	Develop an approach to quality assurance of teaching and learning that includes impactful and personalised 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 Deputy headteacher to work alongside outstanding teachers to deliver targeted coaching and support and a bespoke package for monitoring teaching and learning individualised for each teacher based on their needs and areas for development All ITT, ECT and apprentice teachers and teaching assistants have high quality support and mentoring 	Headteacher and Deputy Headteacher

Ethos and Culture	Objective	Key tasks and Strategies	Team responsible
	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 ASC, ADHD, PDA and DDD and can support pupils more effectively Partnerships with local schools and the local authority ensure The Rowans are integral to the wider inclusion's strategy for Medway 	Headteacher, Deputy Headteacher, SENCO and Leadership Team All staff
	The CPD programme allows explicit opportunity for new and existing staff to understand, contribute, and demonstrate our positive culture and ethos including the hidden curriculum, core values and trauma informed practice.	<ul style="list-style-type: none"> All staff to have a continued input into the hidden curriculum and understand the invaluable part they play 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. The CPD programme is well planned and delivery is of the highest quality. CPD is bespoke, personalised and responsive to need. 	Headteacher, Deputy Headteacher and Leadership Team All staff

Safety	Objective	Key tasks and Strategies	Team responsible
	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 meet deadlines for MASH returns to the local authority 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 All staff enhance their knowledge and understanding of PREVENT and adolescent violent crimes The Rowans website contains safeguarding detailed information, signposting and support. 	Headteacher and Safeguarding Team
Safety	Objective	Key tasks and Strategies	Team responsible
	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 and mental health The Rowans offer wrap around care to pupils and their families working in collaboration with external agencies Social skills continues to be high profile, in collaboration with Kent and Medway VRU 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

Behaviour	Objective	Key tasks and Strategies	Team responsible
	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 end of day processes that supports building stronger relationships and promotes individual and shared responsibility. Deliver annual training twice a year to all staff on behaviour/inclusion/relationships/trauma-informed practice. 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
Behaviour	Objective	Key tasks and Strategies	Team responsible
	Equip each child with the skills to self-regulate, understand their own emotions, and triggers and how these affect their behaviour for learning.	<ul style="list-style-type: none"> Co-regulate with pupils and teach them to self-regulate and recognise their feelings Use interventions to support pupils to manage their emotions and to develop strategies Use the zones of regulation appropriately Use declarative language to support pupils to make positive behaviour choices. 	Interventions, Inclusion and Mental Health Lead and all staff
Attendance	Objective	Key tasks and Strategies	Team responsible
	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. Ensure that attendance information is included and updated on the pupil profiles. 	Headteacher and Welfare and Attendance Lead Form tutors and form teaching assistants

Teaching	Objective	Key tasks and Strategies	Team responsible
	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 • All staff to feel confident to support learners with a range of SEND needs • Develop creativity and enrichment opportunities 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, Deputy Headteacher, and Leadership Team
Teaching	Objective	Key tasks and Strategies	Team responsible
	Literacy, numeracy and reading 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 to develop them as individual practitioners and to support subject and curriculum development • Raise the profile of literacy and numeracy, including reading and phonics across all key stages, supporting each other across provision to progress. • Teaching is responsive to need, gap analysis is used to target teaching, ensuring personalisation of approach • Task and finish group focus on literacy and numeracy, creating an action plan to accelerate progress across all key stages • All subjects contribute to literacy and numeracy across the curriculum via planned tasks, activities, initiatives and termly enrichment 	Headteacher, Leadership Team and Quality of Education Task and Finish Group

Inclusion	Objective	Key tasks and Strategies	Team responsible
	To develop an inclusive provision which offers unwavering support to the pupils and their families.	<ul style="list-style-type: none"> • All pupils are accepted, a fresh start is offered and there is a non-judgemental and inclusive approach from all staff • Ensure there are comprehensive policies that promote inclusivity and cater to the diverse needs of all pupils, ensuring that all policies ensure equal opportunities. • Provide ongoing training for teachers and staff on inclusive education practices, cultural competency, and special educational needs (SEN). • Continue to train staff to identify and support pupils with specific needs, including those with disabilities, learning difficulties, and mental health issues. • Develop a curriculum that reflects diverse cultures, perspectives, and learning styles. • Provide targeted support for pupils with SEN • Foster strong partnerships with parents and carers, involving them where possible and appropriate, developing collaboration • Work collaboratively with outside agencies ensuring offering best support for pupils and their families. • To continue to offer enrichment opportunities and safeguarding help during school holidays. 	Headteacher, Deputy Head, SENCO
Inclusion	Objective	Key tasks and Strategies	Team responsible
	Every child regardless of ability and needs will feel valued and diversity and individuality embraced.	<ul style="list-style-type: none"> • Promote Respect and Understanding: Educate pupils and staff about the importance of diversity and individuality • Implement an equality policy that ensures all pupils are treated fairly and with respect. • Ensure the curriculum includes diverse perspectives and represents various cultures, abilities, and experiences. • Offer specialised support services such as speech therapy, occupational therapy, and counselling for pupils with specific needs. • Implement and enforce strong anti-bullying policies to create a safe environment for all pupils. • Grow the student council where all students, including those with special needs, can express their views and participate in decision-making. • Conduct regular assessments of the school's inclusivity practices and their effectiveness in making every child feel valued. 	Headteacher
Inclusion	Objective	Key tasks and Strategies	Team responsible
	The provision will use an assets-based approach to celebrate individual strengths whilst working on areas of development.	<ul style="list-style-type: none"> • Baseline assessments are done to identify each student's strengths, talents, and interests. • Provide training for teachers on how to identify and cultivate pupils' strengths and apply an assets-based approach in the classroom. • Encourage teachers to engage in reflective practice to continually improve their strength-based teaching methods. • Foster a school culture that values and celebrates diversity, including diverse talents and strengths and use positive reinforcement techniques to encourage and motivate pupils. • Create an inclusive environment where every pupil feels valued and supported in their unique strengths 	Headteacher, Deputy Head and Leadership Team
Inclusion	Objective	Key tasks and Strategies	Team responsible
	There is a clear focus on reintegration developing effective partnership working.	<ul style="list-style-type: none"> • All Year 7 and Year 8 pupils have a pathway for reintegration, including a named school or are on an EHCP pathway • 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

Curriculum	Objective	Key tasks and Strategies	Team responsible
	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 EHCP pathway review 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 Deputy Headteacher Data Lead Quality of Education Task and Finish Group
	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. T Rowans 6 measure is reviewed and updated. It is 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
	Develop and enhance the quality and relevance 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, Deputy Head and Leadership Team
	For the Primary provision develop a broad curriculum incorporating outdoor learning, with an unrelenting focus on the core curriculum areas notably, English and Maths, reading and SPAG, whilst ensuring learning is fun, creative and relevant	<ul style="list-style-type: none"> Key teachers have areas of focus and responsibility All staff work together to build an appropriate and exciting curriculum which is personalised and supports individual progress. Progress is measured, tracked and interventions are timely. Progress is routinely reviewed and adaptations to the curriculum are made as needed. Outdoor learning is planned, risk assessed and becomes an integral part of the curriculum offer Reporting systems are developed to ensure parents/carers and other key stakeholders are kept informed. 	Headteacher Primary Lead Teacher and primary 2 nd i/c

Inspiring change for a brighter future

Ethos and Culture	Leadership	Behaviour, Safety and Inclusion	Curriculum and Teaching
<ul style="list-style-type: none"> Community outreach has grown. Afternoon teas delivered to the local community, litter picks done in the neighbourhood and art work displayed in the local community – library and community hub Hidden curriculum has become more explicit and shared with visitors Greater understanding of SEND amongst staff, with an increased use of targeted strategies to support development Language for SEND has become embedded All staff have had regular training on trauma-informed practice with an identified group of staff attending KCA training and disseminating information Training led to a greater awareness of equality and diversity Group of staff trained in specific positive handling techniques from CPI The school council has grown, with more members, continuing to have impact and hosting the trustees for a visit. Charities supported included; Macmillan, Tony Hudgell, Breast cancer and shoebox appeal Aspirations are more prominent and are widely embedded into school culture Assemblies bring the whole school together, including primary, once a week, developing a sense of community and shared responsibility. Assemblies are more interactive, in response to feedback, with both celebration and innovation assemblies Termly task and finish groups addressed key areas of school improvement Range of enrichment opportunities supported wider learning Mr Straight was a winner in the Kent and Medway teaching awards, for his outstanding support with IT and exams The primary outreach team won a Kent and Medway teaching award recognising the impact they have on pupils, their families and their schools JS and CB trained to be MELSA Worked in partnership with youth services to provide carousel of activities for pupils, both primary and secondary 	<ul style="list-style-type: none"> Appointment of Deputy Head to strengthen leadership capacity Primary leads inducted and supported – ICPAP and ICSEN Primary Support Service has offered outstanding outreach support for primary pupils and schools in Medway Retained and recruited staff to maintain and build an effective staff team, including completion of ECT for PC, completion of year 1 ECT for HB and KC. New candidate pack produced for applicants 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 2024 – focus on Payroll procedures and month-end procedures. These are discussed in detail at Finance and Resources Committee meetings and action plan monitored to ensure compliance with recommendations. 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. Introduction of a monitoring system for primary SENCO has worked across the Trust, securing EHCPs for identified pupils Teaching and learning monitoring system based on subject analysis and development, offering a pathway for individuals Mentoring of ITT and ECT was robust, recorded and celebrated SENCO has intensively supported ICSEN with SEND advice and EHCP processes. The trustee's presence in the school has been more prominent EHCP pathway reviews have been streamlined with targeted meetings 	<ul style="list-style-type: none"> The safeguarding team continued to grow their champion roles, attending specific training, implementing changes and creating support leaflets Safeguarding team grew to include the primary leaders DSLs and DDSLs used signs of safety and scaling to assess and support pupils as part of multi-agency working Liaison with head of school's police team, seeking support and guidance All pupil profile documents and post 16 transition documents contain contextual safeguarding information Mental health school's worker delivered bespoke training Positive mental health days raised the profile of emotional support and positive mental health Safeguarding information and positive mental health information is prominent around the school Day sheets amended to reward pupils attending to lessons on time and remaining in lessons 'All about me' profiles introduced for staff to learn about new pupils A detailed report completed for every 12-week pupil for return to mainstream with baseline and progress data and recommendations and strategies Communication with parents/carers is regular and open with parents invited in for the end of term celebrations Primary have embedded zones of regulation as a tool for self-regulation and understanding emotions Summer enrichment programme and welfare checks over summer ensured safeguarding remained high priority All staff had specific safeguarding and behaviour training twice during the academic year, highlighting the importance of both, with all new staff having a trauma informed practice training session Alternative school days were introduced as an alternative to suspension and also to support pupils' mental health needs or 	<ul style="list-style-type: none"> Pupils have made academic progress and achieved qualifications for their next steps, with 93% having an appropriate pathway at KS4 Careers have greater links with local businesses with visitors to the school, linked to aspirations and careers Robust BTEC assessment plans in place, with quality assurance Curriculum offer is reviewed annually with the introduction of Level 1/2 BTEC public services Skills for Learning lessons introduced for KS3 with a carousel of TTRS, speech and language and reading LANAC task and finish group raised the profile of literacy and numeracy across the school with many initiatives, notably word walls in classrooms and LANAC events each term Graphics introduced for KS3 Success and growth of creative subjects with outstanding results Maths curriculum reviewed and updated Development of English assessment and tracking Formal GSCE mock system introduced Tri-annual data reports were analysed by teachers and teaching assistants, to ensure that data informed practice Focus on adaptive teaching to meet individual needs Work across the primary and secondary phases supported introduction of and growth of primary interventions The primary outreach team established and developed a DEN curriculum The primary team incorporated play-based learning to the formal curriculum, including sensory time The use of widget for visual timetables and other manipulatives for supporting pupils with SEND has been impactful 1:1 teaching for the most disaffected pupils has led to engagement in education and progress Interventions offer increased to include a greater range of therapeutic interventions

<ul style="list-style-type: none"> • Focus on children's mental health- children's mental health week was celebrated with wellbeing event and a group of pupils attending and participating in positive mental health activities at a regional event • Annual enrichment week supported pupil's personal development, social skills and knowledge of the wider World • Identified pupils have been reintegrated into mainstream and special schools • House events and values day are collaborative between primary and secondary • Introduction of pupil voice voting for employee of the fortnight • Kylo, the reading rabbit has been a positive addition to the school, supporting regulation for both primary and secondary pupils 	<ul style="list-style-type: none"> • HAF funding successfully secured to offer enrichment opportunities for pupils at Christmas, Easter and during the summer holidays • Training has been reflective of need and included; gaming and gambling, PDA, speech and language, declarative language • Introduction of targeted interventions for primary pupils, with recording and reporting systems 	<p>personal difficulties meaning they can access a more personal approach</p> <ul style="list-style-type: none"> • Introduction of an attendance contract to target individuals • Continuation of partnerships with Great Leaps, Squirrels and a growing partnership with Chatham Town FC and Lower Grange Farm. • Audits – catering, health and safety • End of year surveys were overwhelmingly positive from staff, pupils and parents. 	<ul style="list-style-type: none"> • Option, voice and choice: There is a comprehensive options offer for KS4, both academic and vocational
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