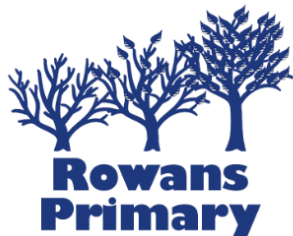


The Rowans Alternative Provision Academy School Improvement Plan 2025/26



Developing Teaching and Learning

To embed high-quality inclusive teaching (HQIT) and adaptive practice across the curriculum, with a focus on improving progress and outcomes for disadvantaged pupils and those with SEND.



- All staff consistently apply adaptive teaching strategies to meet pupil's needs.
- Curriculum planning and sequencing are designed to be inclusive and ambitious, ensuring all pupils—especially those with additional needs—can access, engage with, and succeed in their learning.
- Disadvantaged and SEND pupils make sustained progress from their starting points
- Monitoring, coaching, and mentoring are used to drive sustained and rapid improvements in teaching, learning and assessment.
- Staff take responsibility for their professional learning and continually strive to improve their knowledge and expertise.
- Reading is high profile with focussed intervention for those who need to close gaps, enabling pupils to access and engage with the curriculum.

Personal Development and Well-being

To further develop and embed an exceptional, bespoke, equitable, and impactful personal development offer that is inclusive, trauma-informed, and relational, ensuring it meets the diverse needs, ambitions, and aspirations of all pupils, particularly those experiencing disadvantage and or SEND.



- All pupils have access to a tailored and equitable personal development programme rooted in core values and trauma-informed practice.
- Provision demonstrates clear impact on pupils' social, emotional, and aspirational outcomes.
- Pupil voice and data reflect high levels of engagement, relevance, and fairness in the personal development offer.
- Staff are confident and skilled in delivering personal development through a relational, inclusive, and equity-focused lens.
- All pupils are supported to become confident, responsible, and successful individuals, ready for their next steps.

School Improvement Plan Review 2025 2026

Developing Teaching and Learning

Aim: To embed High Quality Inclusive Teaching (HQIT) and adaptive practice across the curriculum, with a focus on improving progress and outcomes for disadvantaged pupils and those with SEND.

Adaptive Practice

Significant progress has been made in raising staff awareness and understanding of adaptive practice. All teaching staff have received tailored training focused on adaptive teaching strategies, ensuring a consistent understanding of the school's expectations. Training started at the beginning of the school year with training on the THAT staff training day, this was followed up 3 further times during the school year, as part of the ongoing CPD programme. To further support implementation, an Adaptive Practice Handbook has been produced by teachers at The Rowans, providing subject-specific guidance and practical strategies that staff can apply within their classrooms.

Classroom observations and drop-ins demonstrate that staff are becoming increasingly confident in making effective 'in-the-moment' adaptations during lessons to respond to pupils' individual needs. These responsive adjustments are enabling pupils to remain engaged and access learning more successfully.

Whilst practice within lessons is improving, further work is required to ensure adaptive approaches are embedded within lesson planning. Planning documentation does not yet consistently demonstrate intentional adaptations for individual pupils or groups. There is more evidence of this happening in primary, with a focus on EHCP targets supporting adaptive practice being planned for individual children.

Teaching Assistants require further targeted professional development to ensure adaptive strategies are implemented consistently across all lessons and that adaptive practice is transferred between lessons for pupils with specific needs.

Next Steps

- Deliver targeted adaptive practice training for Teaching Assistants.
- Develop expectations for adaptive planning within lesson plans.
- Continue monitoring classroom practice to ensure consistency across all lessons and curriculum areas.

Curriculum Planning

Curriculum planning continues to be a strength across the school. Teachers have developed well-sequenced learning pathways that provide clear progression and support pupils to build knowledge and skills over time. Staff demonstrate a secure understanding of curriculum sequencing, enabling pupils to revisit and consolidate learning effectively. Staff plan effectively to close gaps and support progress from starting points, using metacognition and retrieval practices.

There has been significant progress in developing the primary curriculum – the pioneer and explore pathways. Data shows that pupils are making progress from their starting points. The primary curriculum requires further refinement, particularly within the two-year rolling programme. Further work is needed to ensure progression is clearly mapped, unnecessary repetition is removed and learning builds progressively across both cycles.

Next Steps

- Review and refine the Primary two-year curriculum cycle.
- Map progression across all curriculum areas to ensure appropriate challenge and continuity.
- Update the website with curriculum information for both primary and secondary.
- Develop a plan for culture days for secondary

Outcomes for Disadvantaged and SEND Pupils

Supporting disadvantaged pupils and those with SEND remains central to school improvement. All pupils have SEND, with the primary pupils all having an EHCP. Increasingly pupils with EHCPs are remaining at The Rowans for longer than previously. One third of the pupils in the secondary now have EHCPs. The baseline package of assessment for secondary has been refined and gives useful and useable data for staff. It gives academic, social and emotional information as well as a 'getting to know me' document, which gives wider contextual information. Current interventions and classroom practice are positively supporting pupils to make progress from their starting points. However, leaders recognise the need for more detailed analysis of progress data to accurately evaluate impact and inform planning.

There is a comprehensive data analysis report produced three times a year as well as a data dashboard. These need to be used with staff so they can identify trends, evaluate provision more effectively and ensure resources are targeted where they will have the greatest impact.

Next Steps

- Analyse the data reports routinely with staff so that interventions for disadvantaged and SEND pupils are timely and impactful.
- Use findings to inform strategic planning and intervention deployment.
- Primary build a baseline assessments package that is routinely applied and evaluated.

Monitoring, Coaching and Professional Development

Coaching and monitoring systems continue to support improvements in teaching and learning, using the monitoring menu, the comprehensive CPD programme and peer learning. However, leadership involvement in quality assurance activities requires further development. Greater ownership across all leaders will strengthen consistency and accountability.

The appraisal process is also being reviewed to ensure it aligns more closely with school improvement priorities and professional development needs. Leaders have ensured that the performance development processes have been meaningful and relevant for staff, however the new recording platform – Access, has not worked well, as the targets and details have to

be summarised. Feedback from staff is that performance development feels less personalised.

Next Steps

- Increase leadership involvement in lesson observations, coaching, mentoring and monitoring.
- Review performance development systems to align with improvement priorities.
- Return to previous paper-based system for recording of performance development, with admin support to transfer to the digital platform, Access, in line with Trust requirements.

Staff Responsibility for Professional Learning

Staff engagement and investment with professional development is a significant strength. Staff attend CPD positively and demonstrate a willingness to develop their practice.

In 2025 2026, there was a training programme specifically for ECT and unqualified teachers, to support their progression. This was well attended and feedback was positive with a further programme requested for 2026 2027.

The next stage of development is to strengthen opportunities for staff reflection following training. Creating structured opportunities for feedback, professional dialogue and evaluation will help ensure that CPD has a measurable impact on classroom practice.

Next Steps

- Introduce formal opportunities for staff to evaluate and share learning following CPD.
- Monitor the impact of professional development on classroom practice, as part of monitoring processes.

Reading and Intervention

Intervention provision across the secondary remains strong, with targeted support enabling pupils to make progress towards individual outcomes. Leaders have introduced a new intervention system which provides greater consistency in identifying need and monitoring impact. The interventions team made a fantastic Reading film for World Book Day.

Leaders are investing in the interventions programmes and processes for primary with a teacher overseeing interventions and developing comprehensive programmes and systems for recording and reporting.

Reading is a strength in the primary. This year has seen the introduction of a peer reading scheme with secondary pupils supporting primary pupils on a weekly basis.

Reading has been identified as the next strategic priority. Although intervention is effective in many areas, a greater emphasis on reading across the school is required to close gaps in literacy and improve pupils' access to the wider curriculum.

Next Steps

- Develop a whole-school reading strategy.
- Increase targeted reading interventions and make reading a focus on lessons other than English.
- Children and pupils become motivated to read more widely and for pleasure.

Personal Development and Well-being

Aim: To further develop and embed an exceptional, bespoke and equitable personal development offer that is inclusive, trauma-informed and relational ensuring it meets the diverse needs, ambitions and aspirations of all pupils, particularly those experiencing disadvantage and or SEND.

Tailored Personal Development

The school employed an Assistant Head, Raj Poonian, with responsibility for personal development. The Rowans have always offered a range of PD opportunities, this is a significant strength, and an integral and vital part of the hidden curriculum. Pupils have access to a wide range of tailored opportunities that reflect the school's trauma-informed and relational approach. Raj has introduced a recording tool for PD, based on the expected 80 hours for each pupil per school year. This system produces a PD report, which has been shared with mainstream schools or special schools when secondary pupils return or transition to a new provision/school.

The primary have increased their PD offer significantly, incorporating a range of enriching opportunities, supporting their wider knowledge and understanding of their local communities and wider national issues and events.

Leaders are now reviewing provision to ensure every pupil experiences an equitable offer. This includes evaluating the allocation of curriculum time and ensuring programmes are increasingly personalised to meet individual aspirations and needs.

Next Steps

- Continue reviewing personal development provision to ensure equity across the school.
- Primary to develop a PD tracker and record PD engagement.
- Further personalise programmes based on pupil needs and aspirations.

Pupil Voice and Measuring Engagement

Developing meaningful pupil voice is a key priority moving forward. Systems are in place for implementation from September, allowing leaders to gather pupil feedback and use this information to evaluate and improve the personal development offer.

Alongside this, a Social, Emotional and Mental Health (SEMH) tracker will be introduced to strengthen monitoring of pupils' emotional wellbeing. The Boxall Profile will continue to be used as an established assessment tool to complement this work.

Next Steps

- Launch pupil voice systems in September.
- Implement the SEMH tracker.
- Analyse engagement data to inform future planning.
- Re-launch school council

Staff Confidence in Delivering Personal Development

Staff continue to deliver personal development with enthusiasm and confidence, and pupils engage positively with the activities provided. In 2025-2026, there was a theatre club with pupils going to London to see musicals and plays. This was very popular and successful.

An ECT planned and led a trip to the science museum, supported, where needed – this was a fantastic achievement and widely celebrated. There were a wide range of trips, visits and enrichment activities over the year. There were also a number of ‘drop down’ afternoons, where staff delivered targeted PSHE topics and a full information assembly programme including:

- ⇒ Contraception and healthy relationships
- ⇒ Anti-racism and The World Cup
- ⇒ Peer on peer violence and joint enterprise: Staying safe and making positive changes
- ⇒ St George’s Day: Courage and Bravery
- ⇒ Equality – why women’s voices need to be heard
- ⇒ Holi festival

To further strengthen provision, staff will be given greater opportunities to contribute to the planning and design of personal development activities. Leaders are also introducing a whole-school house challenge, including an annual social media challenge, which will be coordinated by staff representatives to promote teamwork, leadership and community engagement.

Next Steps

- Increase staff involvement in planning personal development activities.
- Launch the annual House Challenge initiative.

Developing Confident and Independent Learners

The school continues to provide a strong and well-sequenced journey that supports pupils in developing confidence and ambition, as well as supporting them to develop their core values of kindness, commitment and resilience. We have formally recognised the growth of core values on 2025 2026 by awarding a certificate for each core value in assembly and having a personal growth certificate awarded at Christmas and Summer assemblies. Pupils are increasingly prepared for their next steps through personalised support, careers advice and guidance, transition activities, positive relationships and opportunities that promote personal growth.

The curriculum supports pupils to develop academically and personally. We were successful in 2025 2026 being awarded funding for a WOW project. We have developed our vocational offer in secondary, developing a construction workshop and building a Coffee Cabin, so all pupils can leave with a barista qualification, making them immediately employable. The primary have had investment in play equipment and a sensory garden, supporting their independent and creative play.

This remains an area of significant strength and reflects the school's commitment to developing successful, responsible young people who are ready for life beyond The Rowans.