The Rowans Pupil Referral Unit

This is a provision for Medway pupils who have been permanently excluded. Their primary needs are Emotional, Behavioural and Social Difficulties.

School Unique Reference No: 132034 (Silverbank Park)

School Development / Post Ofsted Improvement Plan

July 2013 – September 2014 (The Rowans PRU will be a stand alone provision due to the expected conversion of the Oaks to Inspire)

'Inspiring change for a brighter future'

The School Improvement Plan sets out the school's strategy and development planning for the next year, with some further projected planning.
It also sets out specific key tasks for the year ahead and some priorites plan further into 2014/15

The Plan is developed through discussion by, and consultation with the staff at the Rowans and is informed by School Self-evaluation.
School Self-evaluation may lead to amendment of the plan throughout the year.
The plan will be reviewed annually.

Mission statement
'Inspiring change for a brighter future'

The Rowans will work to ensure the education learners receive is tailored to meet their individual needs and designed to give them the skills to improve their life chances. We aim to support the progress of the learners enabling them to gain qualifications for future pathways. The development of the learner's personal integrity, self-respect and citizenship is central to all work.

The Rowans is a place where young people can learn through supportive interaction, experience and success. We aim to provide a safe environment for both young people and staff so that the emphasis can be placed upon growing, learning and fulfilling the potential that exists. We are committed to improving the life chances of our young people by removing barriers to participation and achievement. Our aim is to create a secure and inspiring environment where each young person is supported holistically to enable them to take ownership of their lives, their learning and their decisions.

Working in partnership with stakeholders is a very high priority. The concerns of parents/carers will be listened to and acted upon where possible so that the needs of their children are effectively met.

We aim to instill in each young person an understanding of their inherent value and the value of others and to enable them to go on to live in the world as independent people and meet the challenges of the 21st Century.

We aim. . .

To develop learners educational and personal potential in a safe, stimulating and supportive learning environment
To provide a structured, consistent and routine environment, with well-defined but flexible boundaries for individuals

To set high expectations, aspirations and a ‘can do’ culture
To make good progress in learning
To support the progress of the learners enabling them to gain qualifications for future pathways
To develop learners personal integrity, self-esteem and citizenship
To feel safe, secure and valued in order to progress with both academic and social learning
To be able to laugh and have a sense of humour
To identify and change aspects of behavior that are contributory to difficulties experienced in school
To support mainstream schools in the development and delivery of effective strategies to support positive behaviour
To promote professional and social networks with parents/carers, and other agencies for support
To develop personalized learning to meet individual needs

School context:
The Rowans is a pupil referral unit, which takes on average 50 pupils from Key stage 3 and 4. These pupils have been permanently excluded from Medway mainstream schools and have therefore become the responsibility of the Local Authority. In Key stage 3 the pupils will work towards reintegration into mainstream school where possible, however due to the current situation within Medway Local authority this has proven to be relatively unsuccessful. The pupils are excluded after many interventions, they are extremely disaffected and in many cases are emotionally damaged, a large proportion of the pupils also have learning needs and or mental health issues. The expectation is that in September 2014 the Oaks will convert into Inspire Free school leaving the Rowans as Medway’s Key stage 3 and 4 PRU provision.

A significant proportion of students come from social and economically deprived families with **64%** of students eligible for free school meals. There are currently three LAC pupils. The school needs to make significant progress in raising attainment in all Key Stages, this is the **priority**. Silverbank Park was judged as ‘Satisfactory’ under all headings by OFSTED in March 2011. **Ofsted then completed an inspection 25 on 26/06/13 with the following outcomes: Achievement of pupils – Inadequate, Quality of Teaching – Inadequate, Behaviour and Safety of Pupils – Requires Improvement, Leadership and Management – Requires Improvement.**

The school improvement plan is based on four separate heading which allow us to focus on the targets necessary for school improvement.

- Pupil achievement
- The quality of teaching
- The quality of leadership and management
- Behaviour and safety of pupils

Current progress – December 2013

Current progress in teaching and learning

There has been a huge change in the way the 1:1 tutors work. Based on analysis of KS3 and KS4 progress and results, we are seeking new and innovative ways of working with 1:1 pupils where they have both 1:1 teaching as well as accessing lessons in The Rowans within groups. To date, this has proved a huge success.

We are raising the profile of literacy across The Rowans. This began with the employment of a literacy and numeracy intervention HLTA. Pupils are identified and given targeted intervention to ‘close the gaps’ more quickly. We are investing in enrichment activities to boost the profile of literacy, including London theatre trips and a Christmas pantomime trip.

We are also entering a national writing competition as well as our usual participation in World Book Day. Reading has become higher profile with reading lessons on the curriculum for KS3 as well as pupils having 1:1 reading intervention. Pupils are reading widely and often.

Table 1

Academic Year	**2011/2012**	**2012/2013**	**2013/2014 so far**
% Attendance	88%	90%	89%

Table 2

	Number of exclusions 2012/13	**Days lost to exclusion 2012/13**	**Number of exclusions 2013/14 so far**	**Number of exclusions 2013/14 so far**
The Rowans	3	5	3	5

Table 3

Year	**No of pupils on roll at the end of year 9 ***	**Minimum of 2 sublevels progress in literacy**	**Number achieving their aspirational end of year target in literacy**	**Minimum of 2 sublevels progress in numeracy**	**Number achieving their aspirational end of year target in numeracy**
2012/13	19	17	13	18	17
2011/12	10	7	6	8	7
2010/11	This was the first year that pupil progress data was introduced. It was collected in a different format.				

*Please note that in 2011/12 and 2010/11 many of our Year 9 students had left and gone to Will Adams PRU

Table 4

KS4 The Rowans

Year	**No of pupils on roll**	**Average Point score**	**% 5 A*-C inc Maths and English**	**% 5 A*-G inc Maths and English**	**% 5 A*-C**	**% 5 A*-G**	**% 1 A*-G**
2012/13	16	261	6	69	45	69	100
2011/12	14	181	0	57	7	64	86
2010/11	19	82.3	0	0	0	16	58

Through a series of formal Leadership Group Observations

Table 5

The Rowans	Term 1	Percentage totals
Outstanding	2	16.6
Good	8	66.6
Requires Improvement	1	8.3
Inadequate	1	8.3

Staff Development

Staff had training at the beginning of the year on teaching an 'outstanding' lesson by the Leadership group, focused on the Ofsted requirements. Lesson observation outcomes in Term 1 are pleasing with an increase of 'good or better' from Term 6 2012/13.

Two unqualified members of staff have begun a degree course at The University of Kent. This degree course allows both members of staff to continue to work full time at The Rowans. This is an exciting opportunity for both members of staff as they begin their journey to QTS as well as enabling us to forge further links with the university.

We have another member of staff who has applied for teacher training via Schools Direct and The Medway Teaching Schools Alliance, thus enabling him to have QTS by the end of the academic year.

We have also invested in the CPD of our teaching assistants, with three of them on a course to achieve Level 3 Award in Supporting Teaching and Learning (QCF).

Staff Absences

Staff absences have reduced dramatically over the last academic year as staff morale has improved.
Details of days lost to sickness and other absences in Term 1 are as follows;

Table 6

Term 1	Teachers	Education Support Staff	Other Support Staff
Sickness days	7.17	6.26	1
Other absence days	2.33	1.79	2.42

Pupil Achievement

1. To increase % of pupils achieving worthwhile accreditation in Maths, English, Science and ICT, so that by 2015 the % of pupils achieving these qualifications is at 100%, and the % of A*-Cs in these subjects increases year on year with the goal in line with key stage 2 predictions or predictions taken from FFT data where possible.
2. To improve levels of and experiences in mainstream/ non special inclusive environments.
3. To raise levels of literacy and numeracy across the school, closing the gaps. Pupil progress in Numeracy, Literacy, Reading and spelling made each year for each pupil exceeds their chronological age gain.
4. All key stage 3 students to make at least two sub-levels of progress in all subjects over a full academic year.
5. All key stage 4 students have appropriate qualifications and skills to pursue their chosen post 16 pathway which is achievable and appropriate and thus preventing any pupil from becoming NEET.

The quality of teaching

6. To move all teaching to good or outstanding using Ofsted judgments.
7. To develop the role of the teaching assistant to be focused on pupil progress in the classroom.
8. Increase creativity across the curriculum by using new technologies effectively.

The quality of leadership and management

9. Strengthen further the capacity of Leadership and Management at all levels.
10. To develop an effective data tracking, recording and reporting system, measuring pupil progress and achievement and developing appropriate intervention strategies to ensure optimum pupil progress, where assessment and tracking is done six times a year.
11. To ensure personalised quality CPD for all staff, informed by new rigorous performance management procedures and internal and external lesson evaluations.
12. Positively influence the personal and social development of the pupils by improving the profile of the Rowans within the local community.

Behaviour and safety of pupils

13. Increase attendance to 95%
14. To improve aspects of KS3 behaviour and therefore reduce exclusions, inclusions and logged incidents of behavior

Pupil Achievement									
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
To increase % of pupils achieving accreditation in GCSE (or equivalent) in Maths, English and Science so that by 2015 the % of pupils achieving these qualifications is at 100%. In line with their FFT predictions and KS2 data. Increasing the % of C grade passes year on year and closing the attainment gaps.	2011 63% Maths, 38%English, 0% Science A*-G 2011 6% Maths, 0%English, 0% Science A*-C 2012 57% Maths, 71 %English, 57% Science A*-G 2012 0% Maths, 0 %English, 57% Science, A*-C 2013 7% Maths, 14% English, 57% Science A* - C 2013 71%maths, 79% English, 57% Science A*-G	Ensure there is a whole school robust tracking, monitoring and intervention policy that is implemented by all staff. Appoint a HLTA literacy and numeracy to withdraw key stage 3 and 4 pupils who have been identified via the tracking procedures. FM to oversee the assessing and gathering data on all pupils 6x a year. Teaching staff to be accountable for the assessing and tracking of pupils and to report it to FM on the 6 occasion throughout the year which are calendared. All new pupils to be assessed in all subject areas within two weeks. Rigorous monitoring by LG of pupil progress following the report of the data gathered. Interventions decided by all staff but chaired by FM, targeted to individuals from data. Literacy, numeracy, reading, social skills and anger management and individual subject support where needed. Informed via the weekly Wednesday intervention staff meeting. Target setting – aspirational targets set for all pupils by their form tutors and subject teachers based on progress	FM responsible for the policies and ensuring they are followed New HLTA line managed by FM – timetable to be regularly updated following weekly intervention meetings FM – subject teachers and	Overall Literacy, numeracy leader English, Maths, Science teachers and TAs invest time and money in training Intervention withdrawal GW, BK, MH Extra paid revision sessions during Easter and February Costs of rewards program	Nominal HLTA to replace a TA position therefore no extra cost in the budget Training budget % allocated for training of key subject staff Allocated staff cost one off payments £2000 over the academic year Built in to job description	By 2015 100% A*-G English and Maths and science equivalent GCSE 100% achieve a Literacy and Numeracy qualification	End of academic year 2015	End of academic year 2014	Steady progress towards this marker has been made year on year – current results show English at 79% Maths 71% and science 57%

		from baseline assessment LG ensure that all teaching is at least good. Thorough planning, checks carried out termly. Marking and work scrutiny carried out termly and thorough feedback given to individual staff. Easter and February half term catch up/revision sessions for KS4 pupils – organised by CJ Whole school attendance target of 94%, monitored weekly by CJ. Increase curriculum offer to 1:1 pupils Keep up to date with new technologies and keep ICT equipment and network up to date.	form tutors FM, CJ, MC FM, CJ, MC FM, CJ, MC FM, CJ, MC FM, CJ, MC FM, CJ, MC VW							
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
To improve levels of and experiences in mainstream/ non special inclusive environments. So that by 2015 all key stage 4 pupils have successfully completed a period of work experience and all key stage 3 pupils who are able have been given the opportunity to reintegrate into a mainstream setting.	2010 – 2011 2 pupils successfully returned to mainstream school 2011 – 2012 3 pupils successfully returned to mainstream school. Year on year increases in successful work placements and extended work placements. Placements within an FE environment. Please see statistical breakdown	Standard operating procedures in place and used effectively to support the reintegration of pupils into mainstream settings. Maintain close links with Rowans Ed Psych and other ed psychs in mainsteam schools – to work and support children aiming to return to mainstream In school review termly Use MEBP and connexions	CJ working closely with Medway's Inclusion team. SENCO –BK	Pupil welfare manager Ed Psych Ed Psych	Built in to job description Ed Psych cost built into SLAs	Work experience data. Number of extended work placements successfully attended during the academic year. Number of pupils returning to mainstream education.	Aug 2015	Aug 2014	2011-12 65% of key stage 4 pupils successfully completed a work experience placement with 10% continuing into an extended work placement.

		advisor. effectively. Rowans Welfare Manager, to work holistically with all children especially those with potential to return to Mainstream education. To expand and evaluate the different inclusive environments and the success of the learners to access and experience these settings. Run a successful differentiated work experience programme including extended placements.	MC CJ through line management structure MC -MEBP	MH – time MEBP and connexions					
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
To raise levels of literacy and numeracy across the school, rapidly closing the attainment gaps and whereby pupil progress in Numeracy, Literacy, and Reading made each year for each pupil exceeds their chronological age gain.	There is huge disparity in the levels of our learner's literacy and numeracy. We baseline test literacy and numeracy levels on entry to the Rowans and then put interventions in place to raise these levels. There is currently interventions including 1:1 withdrawal sessions for Liiteracy/ numeracy and reading.	Children with lower than expected levels are identified on entry via our baseline tests and their key stage 2 data. A continually updated timetable of withdrawals to be kept, using key staff to deliver the interventions. Pupils to be re-tested to gauge progress. GW/BK/FM to visit The Howard and draw upon outstanding practice re raising literacy and numeracy levels.	FM	Reading intervention by key staff including male PE teacher and TA. Time and relevant focused INSET Bespoke reading sheme, reading logs for pupils	Literacy, numeracy and reading resources updated £2000 Built in to job description	Tracking shows progress and levels raised in literacy and numeracy and data shows that each pupil progress exceeds their chronological age gain.	2013-14 data to show the gaps closing 2014-15 to show the gaps are closing even further and more rapidly.	Aug 2104	Please see table 3 above
Objective	**Position**	**Key tasks and strategy**		**Resources**		**Success criteria**			

			Responsible		Cost		Target Date	Review Date	Progress to Date
All key stage 4 students have qualifications and skills to pursue their chosen post 16 pathway which is achievable and appropriate and thus preventing any pupil from becoming NEET.	2012 APS = 261 Greater breadth of qualifications relevant to future pathways 2011 APS = 182 this is an increase from 2010 of 80	Key stage 2 and 3 data collected and analysed and used effectively. Constant reviewing of Key stage 4 curriculum offer. Qualifications counting towards the 2014-2015 performance tables to be taught where appropriate. Life skills qualifications that will not count in the league tables to still be taught if it is felt they are beneficial to the future of the young person. ABC Motor project, all pupils to take at least the certificate instead of the Award giving pupils 75 points. Where possible pupils to enter for the Diploma GCSEs sat as the norm Expectations of teaching and learning to be consistently high and carefully monitored. February half term and Easter sessions for catch up and revision Exam preparation and well planned invigilation. KS4 Work experience. Creation of a new system of tracking leavers and providing support where possible	FM and CJ FM, CJ, MC Management committee FM, CJ, MC Management committee FM, CJ, MC Management committee MC FM, CJ FM, CJ CJ, exam officer DS MC, MEBP	Staff training – new qualifications and changes - constant liaison with exams officer. Expertise from the management committee used. Training where needed in specific subject areas Time for MC to liaise with midkent college and other further education provider	Built in to job description MEBP cost	KS2-KS4 data showing expected progress made and qualifications achieved. Post 16 pathway data Destination data NEETS data	End of academic year 2013-14	Jan 2014	APS – raised to 261 See breakdown of individual APS and qualifications. Steady progress towards this marker has been made year on year – current results show English at 79% Maths 71% and science 57%

The quality of teaching

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
To move all teaching to good or outstanding using Ofsted judgments.	OFSTED 2011 found teaching to be satisfactory Support mechanisms for staff regularly reviewed. School bulletin to be used to focus support. AST and Outreach support sought for some staff from the Medway Pool. CPD bespoke to enable staff to address their CPD needs. Whole-School Work Scrutiny continued by FM CJ and FM challenging inadequate practice. 2011-2012 monitoring showed An increase of good teaching from 20-50% Satisfactory teaching increased from 40 to 50% Inadequate teaching fell from 40% to 25% and had been eradicated by Term 6	To eradicate all inadequate and satisfactory teaching to enable all teaching to be at least good. Use of lesson observation data to direct support. Support plans in place for any teacher who has two satisfactory lesson obs or one inadequate. Competency procedures to be evoked if needed. Ensure that all lessons are delivered at a brisk pace, motivate pupils to do well and encourage them to have positive attitudes. Creative Learning to be encouraged. Work scrutiny continued on a regular basis with feedback to teachers. Staff to bring class books to parents' evenings. Profile of AfL raised further through INSET, CPD, School bulletin. Provide INSET for all teaching staff on the new OFSTED framework. LG to model outstanding lessons, all LG members to have a teaching commitment. Continue to seek AST and Outreach support for staff from the Medway consortium	FM, CJ, MC All teaching staff FM, CJ, MC FM CJ CJ, FM	Peer observation; timetable and budget allowing. Continual focused teaching and Learning INSET Behaviour management INSET Budget made available to staff for resources in order to teach outstanding lessons. Ensure high quality resources	Built in to job description	Improvements logged in standards of teaching for all staff. % of good or outstanding lessons = 100%	Aug 2014	Jan 2014	Please see table 4 above Currently 83% lessons judged to be at least good

		Calendered peer observations but a culture to be fostered of sharing good practice and supporting each other. Educational visits to be used where they can enhance teaching and learning. Staff working in groups to develop teaching and learning. Creative learning opportunities evidenced and shared.	Fm , all teaching staff All staff						
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
To develop the role of the teaching assistant to be focused on pupil progress in the classroom.	Historically the role of the TA has been focused on behaviour. There has been a lack of focus on how the TA can help students make maximum progress In their learning. This is slowly improving and TAs have a better understanding of a pupil progress role	TA s to prioritise their efforts in pupils making progress in their learning For all TAs to have roles within the Rowans Focused and robust PDRs and CPD Rowans habits of mind followed consistently where TAs play an active role in judging the allocation of daysheet points TAs to have expertise in subject areas.	Led by teaching staff Line management structure via performance management All staff FM via targeted CPD	TA training Focused on pupil progress and subject specific support in teaching and learning	A proportion of the training budget allocated	Staff questionnaires giving positive feedback. Lesson observations showing the use of the TA is supporting T and L and therefore pupil progress, and that behavior is primarily managed by the teacher.	On going	Jan and end of academic year 2014 in line with lesson observation sessions.	This academic year so far 9 out of 12 Lesson observations have shown teaching assistants being deployed appropriately to support T and L.
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
Increase creativity across the curriculum by using new technologies effectively.	Lessons lack creativity and therefore students do not fully access learning opportunities Starters do not always engage students fully	Lessons to be well planned and prepared and engaging and creative, allowing pupils to make progress and be successful All lessons to be at least good.	All staff Overseen by the LG	Creativity training for all staff - FM Peer observation Monitoring week highlighting good practice Celebration of	£6000	Success of the celebration day - attendance by parents Good lesson observations identifying creativity within lessons	Celebration day – Dec 13/ July 14 On going	End of academic year 2014	Successful celebration day Dec with over 200 guests. The 83% of

	Ipads have been bought for all teaching staff and training has been given on their use. There are a few pupil ipads.	The use of Ipads to be evident in at least 10% of lessons each week. Creativity weeks to be on the calendar Introduction of cultural days Continuation of celebration days and the creative preparation for these events. Promotional film of the Rowans to be made and shared with the community and local schools. Development of the new website celebrating Rowans accomplishments and progress. Creation of the yearly Rowans Art calendar	KGT, JN CJ, VW, JN FR	creativity at work – pupils involved and parents/carers invited to share in the celebration Creativity curriculum budget -£2000 Celebration day £1000 Nominal cost as using in house resources and curriculum time for the expressive arts group. £3000		Displays around the school Photographs as evidence Art calendar – sold to parents and community.			lessons observed good or better, showing well planned lessons and use of creativity and technologies.

The quality of leadership and management

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
Strengthen further the capacity of Leadership and management at all levels.	A weak management committee has not been effective in raising pupil achievement and holding the center to account. There is little built in capacity for leadership at all levels within the Rowans staffing structure.	Ensure the local authority rapidly establishes appropriate arrangements for good governance of the center and holding the center to account for further improvements in teaching and pupils achievement. Ensuring effective support so that improvement is not impeded by planned changes to the provision ie The Oaks and the free school development.	LEA Management committee members CJ and LG	Time Committee members following the new management committee guidelines – from local schools.	Nominal	Formation of the committee and good governance evolving.	September 2013 -initially with a full MC in place by Jan 2014 – developing during the academic year.	September 2014	A robust management committee has been formed with a strong Chair with vast leadership experience. Two management committee meetings have taken place and challenge is emerging.

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
To develop an effective data tracking, recording and reporting system, measuring pupil progress and achievement and developing appropriate intervention strategies to ensure optimum pupil progress.	WRAT test done on entry to the Rowans. Teacher assessment tracked three times a year. Subject teachers assess all pupils within two weeks of entry into the Rowans. Academic progress data is collected and analysed 6 times a year for both KS3 and KS4	Ensure that the robust tracking and assessment procedure is fully followed and implemented by all. Assessments to include SDQ to assess emotions and behavior, WRAT4, BKSB, Behavior profile. Calendar times for scrutiny of data and decide on interventions needed. Implement interventions Calendared parents evenings The collated data to be used to identify gaps in progress and for intervention to take place to reducing these gaps.	FM, all teaching staff SENCO BK All staff during wed evening staff meetings. FM, All staff, form tutors to take the lead Intervention staff	Time Staff to be trained BK, GW, MH, KK and TAs in order to test all pupils using all assessment tools. Staff intervention meetings Staff time for interventions Wednesday staff meeting	Built in to job descriptions	Collection of data Staff following the procedures Data showing the progress of pupils in all areas	Sept 2013 – with a final date of robust system in place by Sept 2014	Jan 2014	Tracking, assessment, recording and reporting system is in place , staff follow it but it needs to be used more to inform interventions and therefore increase pupil progress.

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
To ensure personalised quality CPD for all staff, informed by new rigorous performance management procedures and internal and external lesson evaluations.	Appropriate Inset and training for all staff is in place. Performance management strategy clear and shared with staff. Part of the Medway Schools Partnership - links made and the Rowans delivers quality CPD sessions to all local schools at all levels.	Initially all PDRs to be done by CJ MC and FM until staff are competent enough to take them on, and we have managed to successfully build in leadership capacity throughout the staffing structure. To further identify training needs enabling personalised CPD. All training opportunities for staff to be pursued Secure CPD links within the Medway Schools Partnership offering quality CPD for staff. The Rowans to continue an active role in the partnership. CJ to lead on the NQT and middle leader sessions on managing behavior with FM taking a more prominent role	CJ, FM, MC FM CJ	Line management Meeting time Developing coaching and monitoring.	Built in to job descriptions	% of PDR targets achieved	Sept 2014	Jan 2014	All staff members have rigorous smart targets set directed related to the SIP.

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
Positively influence the personal and social development of the pupils by improving the profile of the Rowans within the local community.	Currently the reputation and profile of Silverbank Park is poor. Although the Rowans reputation has improved.	Improve links with all Medway secondary schools by taking a key role in the Medway partnership leading on some of the training. Establish links with LGs in each school so that there are links to return the pupils into mainstream if needed. Links will improve upon successful reintegration's. Students to be actively involved in charity events and projects Student council to play an active role in forging links with the community. Arranging sports fixtures against local schools Opening up the school to the community ie Jurassic Park Improving the website to show off the Rowans and what great work and progress is being made. Make better use of publicity in local papers. All staff to network and attend all relevant school meetings. To make a promotional film of the Rowans. Publish and sell an art work yearly calendar	FM, CJ CJ, FM LR, MS – staff in charge of charity. For m tutors MH TA MC, CD VW, JN, CJ All staff KGT, JN expressive arts group FR	After school sessions run in the Rowans hall Refreshments. Time for school council meetings	Minimal costs for running events Time Built in to staff job descriptions. Income generated £3000 for new website	Demelza House fund raising Successful Celebration day inviting the local community Parental questionnaires Calendar produced Promotional film	Sept 2014 Dec 2013/ July 2014 On going Dec 2014 July 2014	Dec 2013 March 2014 July 2014 Sept 2014	Extremely successful; celebration days – two each year with Dec 2013 the most successful with over 200 guests including more community members and agencies. Successful charity events including Thursday bacon roll days. First Rowans calendar produced.

Behaviour and safety of pupils

Objective	Position	Key tasks and strategy	Responsible	Resources	Cost	Success criteria	Target Date	Review Date	Progress to Date
Increase attendance to 95%	2011/12 – 88% whole school attendance 2012/13 – 90% whole school attendance Lateness a real issue with more than 50% of pupils late several times a week	Achieve 94% attendance CJ to track attendance to lessons aswell as attendance to school, continue close day to day monitoring. Continue to work with home to offer support and AAP, making referrals to the AAP where appropriate Fist day calling Pupils being picked up and assisted with transport issues Absences and lateness Process to be high profile Regular reward	CJ MH, ES, CJ Attendance advisory practitioner. SA ES, MH All saff	Attendance reward Time built in to timetable for ST to track and produce reward chart	£1000 reward system vehicles and fuel costs	Attendance is 95%	Sept 2014	Weekly Termly	Current attendance is 89%
Objective	**Position**	**Key tasks and strategy**	**Responsible**	**Resources**	**Cost**	**Success criteria**	**Target Date**	**Review Date**	**Progress to Date**
To improve aspects of KS3 behaviour and therefore reduce exclusions, inclusions and logged incidents of behaviour	See statistical profile and behavior trend and statistics. 2011-12 exclusions – 3 exclusions with days lost = 5	All learners to have target focused PSPs, risk assessments and pen pictures To ensure that all learners have a personal support plan with personalised targets and this is used to help each individual make progress - Ensure that parents are fully informed and feeding into the success of the plans –this to be done by parent consultations which are to be extended into the evening. Staff training and discussion All staff to work together to write PSPs for pupils Form tutors to take on the development and updating	MC – form tutors LG and all staff All staff	Parent consultations Wednesday staff meetings	Nominal	Reduction in fixed term exclusions, improvement in behavior by less recorded incidents 'yellow slips'	Sept 2014	Jan 2014	So far this academic year 3 exclusions with days lost = 5

		process of the PSPs. Risk assessments to be in place for all students and used as a tool for de-escalation and student support Develop and ensure implementation of rigorous rewards systems for attendance and punctuality Attendance to be high profile for all members of the school, published updates weekly. To ensure that the Rowans 'habits of mind' are embedded and that the reward system is followed by all learners Behaviour around school continuing to improve as evidenced by fewer exclusions and isolations. Enhance learner voice and ensure learners make a positive contribution to teaching and learning and the wider school community, helping them to become responsible independent learners and managers of their own behavior. Introduction of a Junior Leadership group. Display to become a focal point for the habits of mind Introduce new daysheet and monitoring of daysheet data – to inform reward. Using existing premises, convert room 2 into a classroom and a common room – fully equipped.	MC CJ, all staff MH, ES student welfare team						