



The Altus School

Summary Self-Evaluation 2025-6

A family of schools working together with a shared vision to support students across Gloucestershire

Rutherford House (Primary) Capacity: 38  Short term provision for primary aged children who have been PEXd from a mainstream setting, supporting their return to mainstream or integration into appropriate next setting	Russet House (KS3) Year 7-9 Capacity: 40  Short term provision for KS3 children who have been PEXd from a mainstream setting, who need support to transition to their next setting	Ryeleaze (KS3) Capacity: 32  Short term provision for KS3 children who have been PEXd from a mainstream setting, who need support to transition to their next setting
Andoversford Satellite Base (Primary) Capacity: 8  Short term provision for primary aged students who have been PEXd from a mainstream setting and are expected to quickly return to another mainstream school	Eastbrook Centre (KS4) Capacity: 48  Provision for students at KS4 who can undertake a range of academic and vocational courses to support transition back to mainstream or post 16	St George's (KS4) Capacity: 40  Provision for students at KS4 who can undertake a range of academic and vocational courses to support transition back to mainstream or post 16
Horton Centre (KS4) Capacity: 32  Provision for KS4 students who would benefit from a more vocational curriculum, including greater emphasis on development of their foundation learning skills	Belle Vue Hub (KS3-4) Capacity: 34  Provision for KS3/4 students who require more targeted support in developing their social skills and in managing their emotions. At KS4 students are supported to complete appropriate qualifications to secure successful post 16 transition.	

A supportive and nurturing school that provides a sense of belonging so that children and staff feel accepted, included and protected to enable them to flourish both in school and in their wider communities.

School Context

The Altus School is the local authority maintained alternative provision (PRU) school serving the county of Gloucestershire. It provides education from Y1 through to Y11 for students who have permanently excluded from a mainstream setting. The school was established in September 2023 when the former Severn Valley Alternative Provision School (SVAPS) closed and joined with the Gloucester and Forest Alternative Provision School (GFAPS). Students attending the school have additional and often complex needs with the main referral from the local authority following a permanent exclusion. During the 24-25 school year there were on roll a total of 23 children in care, 50 students on CP or CiN plans, and a further 15 children engaged in statutory work with youth offending services. In addition, across the school there were 89 students with EHC Plans and on average around 50% of the school population is in receipt of pupil premium funding.

Since September 2023, the school has undergone a significant transformation:

- Rebranding of the expanded school with a new name, logo and uniform
- A new leadership structure was established with the appointment of a Director of Alternative Provision in September 2023, a restructured senior and middle leadership team and a newly constituted management committee
- The commissioned number has increased from 108 (when GFAPS) to 216 in September 2023 to 280 in September 2025
- Expansion from 3 centres based in Gloucester to 7 centres based in Gloucester, Cheltenham and Stroud; the school moved into a new site (Eastbrook Centre) in September 24 and reopened the former Raikes Centre as the Horton Centre in September 2025. In addition, the school has established a satellite classroom on the site of a mainstream primary school)
- Restructure of the school, moving away from geography based to needs based centres – there was a consultation in March 24 with changes implemented in September 24
- Growth and development of the school's Tier 1 primary outreach offer with a 100% increase in outreach staff

As a result of this transformation, leaders over the last 2 years have prioritised:

- Establishing and embedding with all staff a shared vision and values
- Aligning systems, policies, processes and restructuring of the staff body (including location, roles and salaries)
- Embedding a common approach to supporting behaviour, underpinned by relational and restorative practice – a cultural shift for some areas of the school
- Developing a coherent and equitable curriculum offer
- Ensuring financial stability with the merging of 2 budgets, one of which carried forward a deficit, and increase in overall school budget

The school has built strong relationships across the school system as members of local primary partnerships, special school and secondary school heads associations. It works with the Local Authority and other school leaders to implement key areas of the SEND and AP Change Plan, specifically in relation to the 3-tier model and the establishment of a multi-disciplinary alternative provision task force. Altus has also worked collaboratively with the local authority when the school has been full (as happened in 23-24 and 24-25), establishing a 'virtual' centre to oversee and monitor externally commissioned provision for students without a school place.

The impact of the school changes were noted by Gloucester's Director of Children's Services in July 25, commenting that *'you really have transformed alternative provision in this county and it's fantastic to see'*. Staff Voice feedback in May 25 saw a significant improvement in scores around staff knowing what the school is trying to achieve and feeling proud to work in the school. One member of staff wrote *'there is a shared sense of purpose among staff'*, whilst another commented *'the culture here values relationships and a student-centred approach... I'm grateful to be part of a team that genuinely cares.'* Parent Voice is frequently positive, *'my son has come on leaps and bounds at Altus. I'm forever grateful'*, *'we are truly grateful for the care and support you have shown'* and *'we are in awe of the work you do'* are just some of the comments received from parents/carers.

Summary of strengths and areas for development

Strengths	Next steps
• Improving Leadership Capacity: ○ Increased leadership capacity to ensure that SEND and children known to social care are a priority across the whole school ○ Effective system partnership working across the local area ○ Leaders understand the school's context and share a clear rationale for school improvement priorities ○ The management committee have a strong understanding of the school context to provide appropriate support and challenge • Curriculum Intent and Implementation: ○ Leaders have high ambitions of the Altus curriculum ○ There is support for teachers, UQTS and HLTAs to gain the required expertise to deliver the curriculum ○ There is an increasing understanding of how well the curriculum is taught • Inclusion ○ Early identification and assessment of need on entry into the school with a graduated approach to support student need ○ A wide range of opportunities are embedded across the curriculum to enrich all students', including those with SEND, disadvantage and known to social care, experiences • Attendance and Behaviour approaches ○ Leaders have an accurate and comprehensive understanding of children's barriers in relation to behaviour and attendance ○ Effective systems and support in place to encourage high levels of student attendance through tailored reasonable adjustments ○ There are high expectations (ambitions) for students' behaviour, underpinned by clear expectations and good relational practice ○ Importance of attendance is consistently promoted by senior leaders • Personal Development offer ○ The personal development offer is intrinsic to the school as an entitlement for all students ○ The school is making good progress towards the Gatsby Benchmarks and preparation for working life is implicit within the school's strategic curriculum intent	• Rigorous monitoring of academic progress and impact of interventions • Assessment is used to ensure that teachers make highly effective choices about what to teach and when • Highly effective teaching is consistently delivered across the school that closes any gaps in foundational knowledge and age-related expectations • Consistent recording of responses to incidents of bullying or use of derogatory language • More rigorous analysis of data to analyse trends across groups of students including those with EHCPs and those known to social care to ensure improving levels of attendance across the school • Consistent and effective implementation of the Relationships and Behaviour Policy by all staff • Fundamental British Values and SMSC and the delivery are explicitly understood by all stakeholders • Tracking and monitoring of the personal development programme demonstrates the impact on students' confidence, resilience and independence • Leaders at all levels have the opportunity to make a consistently positive contribution to school priorities • Embed a culture of consistently high ambitions and professionalism to ensure a positive experience for students across all areas of the school • Build consistently strong, constructive relationships with parents to strengthen belonging for all students and families

Evaluation Area	Judgement
Safeguarding	Met
Inclusion	Expected Standard
Curriculum and teaching	Expected Standard
Achievement	Expected Standard
Attendance and behaviour	Expected Standard
Personal development and wellbeing	Expected Standard
Leadership and governance	Expected Standard