

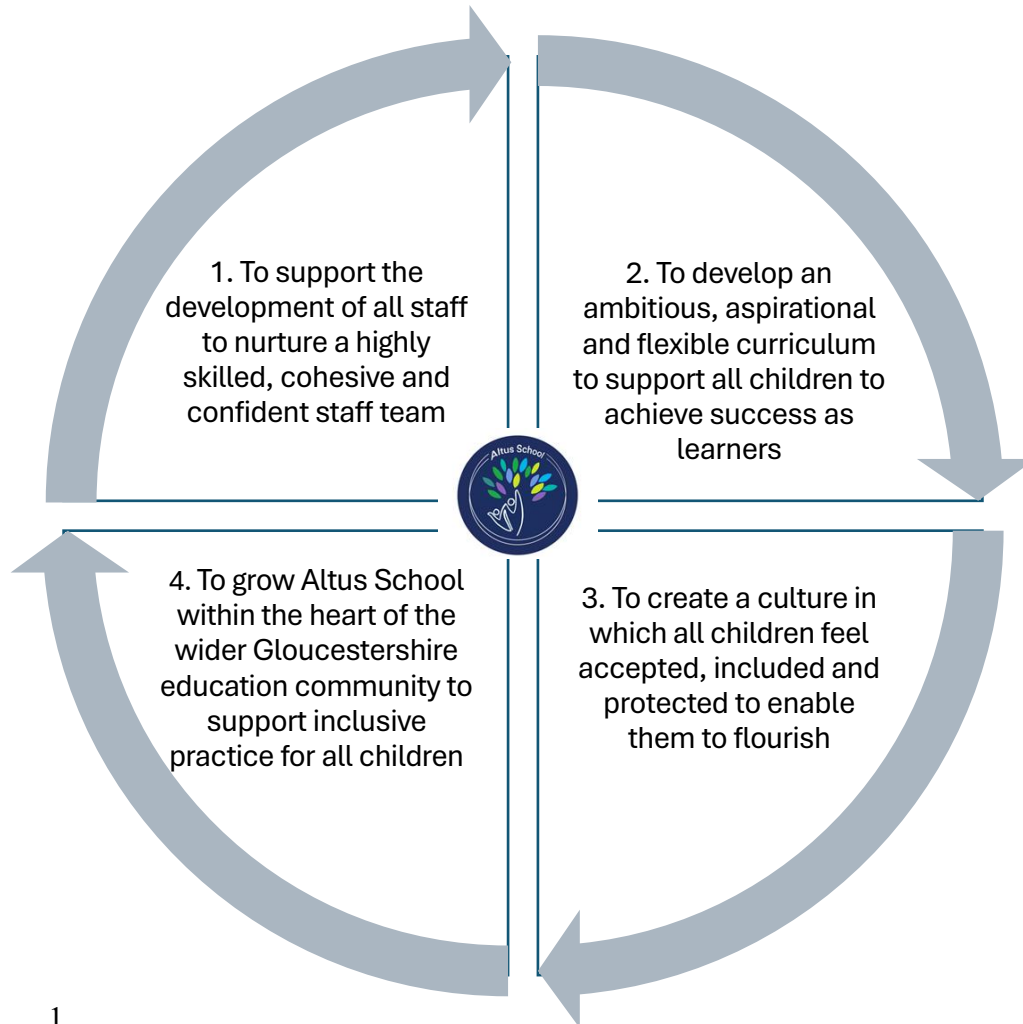


The Altus School Development Plan

School Vision:

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

School Development Priorities:



Key Priority One: To support the development of all staff to nurture a highly skilled, cohesive and confident staff team		
1.1 Objective Develop leadership at all levels to ensure that leaders have the domain knowledge and leadership skills/attributes to facilitate high performing teams and whole school culture <i>The importance of school leadership? What we know (tandfonline.com)</i> Lead SLT: Emma Gundry	Key Results: <ul style="list-style-type: none"> • Leaders are clear about their roles and responsibilities and feel able to undertake these confidently • Staff Voice is positive about working at Altus School, reporting they feel proud to work here and enjoy their work • Staff Voice indicates that staff feel adequately supported at work and that the school is well led and managed • Subject leaders work successfully with their teams to develop clear curriculum plans that link to the whole school curriculum intent and vision 	
Terms 1-2 <ul style="list-style-type: none"> • Develop all leaders' understanding of the Ofsted framework and what a good AP looks like through shared completion of the SEF • Staff Voice survey completed with action plan developed to address any weaknesses/areas for development • Anonymous benchmarking/ review undertaken by SLT and curriculum leaders of the appraisals • Work with centre managers to produce an overview of pastoral systems within Altus, highlighting their role as leaders within that • Agree an annual plan with the management committee 	Terms 3-4 <ul style="list-style-type: none"> • Work with whole school leadership team to develop a leadership framework – what are the essential skills and qualities of leaders at Altus School? • Agree line management processes and systems – key questions to develop leadership thinking (away from operational management) • Undertake leadership survey to identify key CPD strands to develop programme of whole school leadership meetings 	Terms 5-6 <ul style="list-style-type: none"> • Re-do staff survey and analyse impact of action plan • Appraisal reviews completed with analysis of progress in meeting targets • Work with whole school leadership team to review SDP and priorities for coming year – develop process for team self-evaluation and development plans for 2025/26

Priority Two: To develop an ambitious, aspirational and flexible curriculum to support all children to achieve success as learners		
2.1 Objective Design a well-structured, sequenced and coherent KS4 curriculum Our approach to inspecting the curriculum in alternative provision – Ofsted: schools and further education & skills (FES) (blog.gov.uk) Lead SLT: Alex Breeze, John Rothwell	Key Results <ul style="list-style-type: none"> • KS4 Students achieve a range of credible qualifications that will support Post 16 transition. • All Y11's achieve a minimum of three level 1 qualifications. • <i>Scrutiny (see AB objective) will demonstrate increased quality of student output.</i> • Attendance and behaviour measures will demonstrate increased student engagement. 	
Terms 1-2 <ul style="list-style-type: none"> • Introduce and embed the new curriculum structure. • Analyse exam data to set ambitious and aspirational targets. • Produce whole school MTP's and shared Curriculum Intent documentation. • Empower Curriculum Team Leaders and their teams to collaboratively construct their subject curriculum. 	Terms 3-4 <ul style="list-style-type: none"> • Schedule opportunities for CTL's to develop assessment frameworks. • Create assessment structure following the CTL's frameworks. • Carry out KS4 progress assessment, including mocks. • Review Renaissance data to ensure the baseline/progress check process is embedded (Whole school?). <p>MTP's will continue to be created termly from T2 onwards and Curriculum Intent annually. Both documents will form the basis of lesson scrutiny.</p>	Terms 5-6 <ul style="list-style-type: none"> • Utilise assessment data to determine suitable interventions and adjustments to planning and delivery prior to exams. • Curriculum meetings used to review and revise planning and sequencing of curriculum for following year. • Student and staff voice used to review curriculum progress, engagement and development. • Review Faculty performance and start to identify areas for improvement. CPD/PM Assessment points to be scheduled 3 times per year going forward. (Y11 = 2+ Mocks)
2.2 Objective Identification and explicit teaching of independent learning behaviours within primary and KS3 curriculums	Key Results <ul style="list-style-type: none"> • Altus has a coherent and explicit model of independent learning behaviours clearly promoted to all stake holders. • Opportunities for developing learning behaviours are central to and explicit in the design of the primary, Transition and Active Learning curriculums. 	

<p>Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)</p> <p>Educating the Whole Child: Improving School Climate to Support Student Success (learningpolicyinstitute.org)</p> <p>Life Lessons 2024 (suttontrust.com)</p> <p>Lead SLT: Colin Ellyatt, John Rothwell</p>	<ul style="list-style-type: none"> PASS and Programmes of Study (PoS) tracking data is able to record and track progress on an individual and whole school basis and used to plan interventions and learning objectives. 	
<p>Terms 1-2</p> <ul style="list-style-type: none"> Identify learning behaviour model to be used across KS1 to KS3. Work with Curriculum Team Leads to develop and embed model within the curriculum plan. Ensure PASS assessment is applied to all students and results are accessible and fit for purpose. 	<p>Terms 3-4</p> <ul style="list-style-type: none"> Schedule opportunities for CTL's to develop assessment frameworks. Create assessment structure following CTL's frameworks. Carry out initial PoS assessment in KS1 to 3 	<p>Terms 5-6</p> <ul style="list-style-type: none"> Further assessment point Utilise assessment data to determine suitable interventions and adjustments to planning and delivery. Curriculum meetings used to review and revise planning and sequencing of curriculum for following year. Student and staff voice used to review curriculum progress, engagement and development. Review Faculty performance and start to identify areas for improvement. CPD/PM Assessment points to be scheduled 3 times per year going forward
<p>Priority Three: To create a culture in which all children feel accepted, included and protected to enable them to flourish</p>		
<p>3.1 Objective</p> <p>Create a culture of community and belonging for students and families to maximise attendance</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>	<p>Key Results</p> <ul style="list-style-type: none"> All pupils' attendance improves from entry to Altus School Overall school attendance is in line with national average for PRUs High levels of attendance by students and families at RESET meetings Student and Parent/Carer voice reports that children feel accepted, included, and protected A culture of <i>Ready Respectful and Safe</i> (RRS) exists across the school 	

<p><u>Inclusion – Belonging in School – a school-level resource for developing inclusive policies (cam.ac.uk)</u> Lead SLT: Claire Greatbanks, Debbie Kirkham</p>			
<p>Terms 1-2</p> <ul style="list-style-type: none"> Review and embed SAMs including information management processes involving admin to ensure discussions are appropriately targeted Work with Centre Managers to develop attendance processes (tiers of intervention/support) 	<table border="1"> <tr> <td data-bbox="705 305 1318 812"> <p>Terms 3-4</p> <ul style="list-style-type: none"> Student and parent/carer survey with post survey action plan Undertake RRS learning walks with centre managers Work with Centre Managers on PACE, scripting – cascaded through centre team meetings </td><td data-bbox="1318 305 1915 812"> <p>Terms 5-6</p> <ul style="list-style-type: none"> Review learning for evidence of PACE/scripting with Centre Managers Develop role of tutor or trusted adult - embedding relational practice Trial a family event at Rutherford House to consider strategies for family engagement </td></tr> </table>	<p>Terms 3-4</p> <ul style="list-style-type: none"> Student and parent/carer survey with post survey action plan Undertake RRS learning walks with centre managers Work with Centre Managers on PACE, scripting – cascaded through centre team meetings 	<p>Terms 5-6</p> <ul style="list-style-type: none"> Review learning for evidence of PACE/scripting with Centre Managers Develop role of tutor or trusted adult - embedding relational practice Trial a family event at Rutherford House to consider strategies for family engagement
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<p>3.2 Objective</p> <p>Build ongoing holistic understanding of all students' individual needs</p> <p><u>Special Educational Needs in Mainstream Schools EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>Lead SLT: Claire Greatbanks</p>	<p>Key Results</p> <ul style="list-style-type: none"> Pupil Passports in place for every student and teaching is informed by the strategies outlined Altus School Provision Map is in place with clear universal, targeted and specialist offer Increase in students referred through FAP process and transitioning back to mainstream 		
<p>Terms 1-2</p> <ul style="list-style-type: none"> Launch use of Renaissance across all centres to assess students' literacy and numeracy levels on entry (ensuring data is captured in the pupil passport) 	<table border="1"> <tr> <td data-bbox="705 1170 1318 1421"> <p>Terms 3-4</p> <ul style="list-style-type: none"> Teacher SEND CPD – what do the 4 areas of need mean, introduce the teaching strategies toolkit </td><td data-bbox="1318 1170 1915 1421"> <p>Terms 5-6</p> <ul style="list-style-type: none"> Co-produced Altus School provision map in place with centre meetings and CPD time use for any required staff training to implement effectively </td></tr> </table>	<p>Terms 3-4</p> <ul style="list-style-type: none"> Teacher SEND CPD – what do the 4 areas of need mean, introduce the teaching strategies toolkit 	<p>Terms 5-6</p> <ul style="list-style-type: none"> Co-produced Altus School provision map in place with centre meetings and CPD time use for any required staff training to implement effectively
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<ul style="list-style-type: none"> • Audit current universal, targeted and specialist offer within Altus, using EHCP band descriptors to identify possible gaps • Develop a teaching strategies toolkit for 4 key SEND areas of need for use by staff completing Pupil Passports • Learning walks undertaken in all centres – focus on use of Pupil Passports 	<ul style="list-style-type: none"> • Readiness for Reintegration (FAP process) developed to ensure consistency of approach across the school • Research and identify possible literacy and numeracy interventions for implementation across the school (linked to timing of budget planning) 	<ul style="list-style-type: none"> • Learning walks to review impact of Pupil Passports
Priority Four: To grow Altus School within the heart of the wider Gloucestershire education community to support inclusive practice for all children		
4.1 Objective Develop Tier 1 outreach programme for primary aged students Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan (publishing.service.gov.uk) Lead SLT: Colin Ellyatt, Emma Gundry	Key Results <ul style="list-style-type: none"> • Outreach practitioners recruited and in post • Clearly defined offer is available for schools to access • A single referral form and point of access via JADU is in place • At least 60% of primary schools access outreach • A decline in primary permanent exclusions (over 2-year period) 	
Terms 1-2 <ul style="list-style-type: none"> • Clear outreach package developed for sharing with mainstreams • Recruitment of outreach practitioners • Launch new outreach packages to primary settings • Altus represented at TALC/ Intervention Circles 	Terms 3-4 <ul style="list-style-type: none"> • Undertake work with AP Project Team in LA (James Saunders) to ensure that full Tier 1 offer across the authority is understood • Ensure feedback sheets developed to measure impact of work • Initial project review completed with stakeholder voice • AP Directory updated to include Altus 	Terms 5-6 <ul style="list-style-type: none"> • Analysis of engagement across primary settings • Develop business case for ongoing LA investment in Tier 1 case work

<p>4.2 Objective</p> <p>Collaborate with LA colleagues to develop AP Specialist Taskforce as part of the AP and SEND Change Programme</p> <p>Lead SLT: Emma Gundry</p>	<p>Key Results</p> <p>Working with the AP Change Project Team:</p> <ul style="list-style-type: none"> - A robust 3 tier model of AP is that works closely with mainstream schools established - There is an identified 'team around AP' for Altus and GHES <p>Additionally</p> <ul style="list-style-type: none"> – Positive feedback from mainstream settings that they are clear about the work of Altus School – More Y11s return to mainstream following the pilot of a Y11 PEX protocol via FAP – Tier 2 KS3 pilot has positive outcomes in terms of avoiding PEXs of identified students – Altus Hub has a positive impact on attendance and engagement of identified cohort of students 	
<p>Terms 1-2</p> <ul style="list-style-type: none"> • Specialist taskforce implemented • Y11 PEX/FAP protocol launched with secondary schools/SR/TM • DK and CMs to identify Y11s for possible 'fast track' FAP • Feedback from participating secondaries re Tier 2 programme 	<p>Terms 3-4</p> <ul style="list-style-type: none"> • Interim review of Tier 2 programme • Taskforce in place and students identified for additional support and interventions • Altus Hub review – internal and external stakeholders to include parent/carers and student voice 	<p>Terms 5-6</p> <ul style="list-style-type: none"> • External stakeholder survey • Initial review and recommendations for 'team around AP' taskforce's ongoing delivery developed and disseminated • Altus provision plans for 2025/6 developed in line with 3 tier model