The Altus School
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.

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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

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

Safeguarding

SAFEGUARDING STANDARD		EVIDENCE
☐	Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of pupils. Leaders actively try to learn from safeguarding cases and incidents and take any action needed	• Staff voice indicates that staff know their safeguarding responsibilities and are confident in what to do. • External audit completed in summer of 25 highlighted good practice across the school, with clear strategic oversight. • Positive relationships have been formed with a range of local partners such as virtual school, children's social care and the police. • There is regular Safeguarding training led by the DSL at Inset days, alongside regular updates, bulletins and tools such as weekly safeguarding question of the week and termly quizzes and display boards. This ensures that safeguarding remains high profile and that staff are confident in identifying and responding to concerns. • Processes are in place for making referrals to relevant agencies and are consistently followed. • CPOMS is used as a comprehensive record keeping system ensuring that safeguarding concerns and actions are accurately documented and securely stored. • The DSL sits within the Student Action Meetings (SAM) providing oversight and ensuring that students safeguarding needs are identified and addressed. • The Local Authority external audit, S175/157 Review Visit Report noted that safeguarding thematic briefings reflect an awareness that staff must have a continual supply of relevant information in order to keep safeguarding interesting and 'alive'. The PowerPoint briefings were described as being 'very impressive'.
☐	Pupils are kept safe and feel safe. Their voices are heard, including the voices of pupils who are not on the school site (whether long term, temporarily or for part of the school day). Teaching pupils about how they can stay safe and when they may need help is embedded across the curriculum. Pupils and parents know who to go to for support	• Pupil Voice indicates that they feel safe in school. • There is well developed PSHE programme in place at KS3 and 4, with it embedded within the primary curriculum. Students reported in particular that they know how to keep themselves online. • High staff: student ratios support children with complex and at times, challenging behaviours to maintain a safe environment.

		- With a growing Family Support Team, the school is able to provide right support for pupils and their families at the earliest stage, helping to prevent issues from escalating. - The school is working in partnership with the police and a multi-agency network to pilot a targeted project for 14–16-year old boys who are at risk of entering criminal behaviour; this work has placed student voice at the heart of the project's development - Every pupil has a trusted adult that they can approach for support. In addition, a school counsellor works across the school, offering pupils the opportunity to self-refer for confidential support
☐	All staff are vigilant and carry out their responsibilities effectively to keep pupils safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently	- All staff have read *Keeping Children Safe in Education (KCSIE) 2025* — specifically Part One, Part Five, and Annex B — alongside the Safeguarding and Child Protection Policy. This completion is documented in training records to ensure compliance and accountability. - As part of allocated training time, all staff are required to complete mandatory Level 1 safeguarding, Prevent and FGM training. - A CPOMS guide has been produced to ensure accuracy and consistency in staff reporting concerns. - Regular safeguarding updates and bulletins are provided to ensure that all staff remain vigilant and understand their safeguarding responsibilities, supporting a strong safeguarding culture across the school.
☐	Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in pupils' own intimate relationships (teenage relationship abuse)	- There is a well-developed PSHE curriculum across the school that is designed with the flexibility to respond to emerging safeguarding themes, ensuring timely and relevant learning for pupils. - The school is working with a range of agencies to develop a Serious Youth Violence Prevention project. - Training updates in the form of quizzes and questions of the week are provided to staff to ensure their understanding of child-on-child violence. - CPOMS reports are regularly monitored to ensure that safeguarding actions are both timely and appropriate.

☐	Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty	• Staff training records, including safer recruitment, training are accurately maintained and regularly reviewed to ensure compliance with statutory requirements. The Single Central Record (SCR) is kept up to date and routinely checked for accuracy.
☐	The school has clear and accessible policies and procedures that keep pupils safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review	• Policies are clearly accessible on the school website and hub. • Clear posters are displayed across the school, along with staff and student safeguarding boards. • An updated staff handbook has been given to all staff. • Systems and processes are embedded and monitored, such as referrals to social care and the outcomes of these.
☐	Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults	• Daily debriefs take place in all centres; the S175/157 review visit report stated "*The daily briefing and de-briefing capability are commendable. It ensures that no issue on any day is missed.*" • Line management meetings for DDSLs • The DSL meets fortnightly DDSLs at each centre. • All staff have access to Schools Advisory Service (SAS) • Referrals to the LADO and low-level concerns are recorded.
☐	Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them	

Inclusion

STANDARD	EVIDENCE	RAG RATING
EXPECTED		
☐ **Leaders** identify pupils' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	• On point of referral, information is provided in relation to students' needs including FSM, SEND, those known to social care and other barriers including reason for PEX • Assessment on entry into school – including English, Maths and SEMH needs • Induction meetings gather student and parent voice to inform pupil passports and risk assessments (as appropriate) • Liaison with previous schools and other professionals about a child's needs and background.	
☐ **Leaders** have high expectations for these pupils. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.	• On entry, SENCOs provide teachers with targeted advice and guidance for students with EHC Plans to ensure planning provides appropriate in-class support; all students have a Pupil Passport that outline the support students require to overcome barriers • School's ordinarily available offer provides all students with additional support to reduce barriers to learning including small groups, high staff: student ratios, key adults • The curriculum is designed at each key stage to support the needs of a complex cohort, including an emphasis on social and emotional learning • Feedback from the Virtual School highlights the positive impact of the support for CiC and increasing success in mainstream return via FAP and EHCP placements indicates that this support has impact	

STANDARD	EVIDENCE	RAG RATING
☐ **Leaders** take a graduated approach, which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach.	• Ordinarily available offer takes a graduated approach with My Plans and My Plans+ used appropriately to escalate support as needed • At KS4 there are 3 curriculum strands to provide the most appropriate curriculum pathway for students • SENCOs provide targeted advice and guidance and deliver training within the whole school CPD programme. Additional CPD is tailored to the needs of students attending the school.	(green)
☐ **Leaders** have a secure understanding of these pupils' needs and the progress they make. They use appropriate evidence to inform their pupil premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff.	• Pupil Premium Strategy is guided by the needs of students attending and funding is based on evidence informed strategies to address those areas of need • Regular opportunities with parents and carers to review progress	(amber)
☐ The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.	• Two qualified SENCOs sit on the SLT. • This is evidenced within leadership structure diagram and the SENCO job descriptions	(green)
☐ Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, pupils with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on pupils at the school.	• School knows and uses the LA Local Offer to provide targeted support as needed to children and families as evidenced in the SEN Information report • Leaders are part of the LA SEND Improvement Local Area Partnership (SILAP) board • Work closely with EHCP team on a strategic and operational basis, including fortnightly meetings with SEND casework	(green)

STANDARD	EVIDENCE	RAG RATING
☐ Leaders support pupils who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively, including with the virtual school, so that pupils' personal education plans generally improve their learning opportunities and experiences.	• Partnership working with the Virtual School including attending CiC protocol when a child is at risk of PEX and use of Tier 2 or other targeted support • Virtual School Best Practice Award for high quality PEPs which are consistently graded good or better by the Virtual School • Designated Teacher sits within the school's 'Student Action Meetings' which takes a multidisciplinary approach to addressing student need	
☐ Alternative provision is commissioned appropriately and is used in pupils' best interests. Leaders take responsibility for the education and welfare of pupils who are placed in it.	• Checks are rigorous and all diligence is undertaken for AP commissioned by the school • Offsite Provision Coordinator appointed to provide oversight of the school's 'virtual' centre for LA externally commissioned AP • Weekly contact reports from AP settings for those accessing this.	

Strengths	Next steps
• Increased leadership capacity to ensure that SEND and children known to social care are a priority across the whole school • Early identification and assessment of need • Effective system partnership working across the local area • Implementation of 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	• Rigorous monitoring of academic progress and impact of interventions

Curriculum & Teaching

STANDARD	EVIDENCE	RAG RATING
EXPECTED		
☐ Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.	• There is a newly developed Altus curriculum which has created coherence across the school; it is centrally planned curriculum is overseen by curriculum leaders and SLT • A new Lesson Observation Policy is in place and there are frequent SLT drop ins that ensures that there is an informed understanding of the quality of teaching • Curriculum leaders undertake lesson observations and work scrutinies to ensure that they provide support to teachers when appropriate • Teacher appraisals are used to establish whole school and team targets	
☐ Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.	• Line management provides scrutiny of curriculum through review of curriculum maps	
☐ Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn.	• SLT and curriculum leaders undertake lesson observations and learning walks, as well as work scrutinies to understand how well the curriculum is taught • There is growing consistency in teachers' use of student information, including My Plans/+ and EHC Plans, to inform planning. • A new teacher CPD programme has been introduced in 2025/6 which is developing evidence informed understanding of what effective teaching looks like; this will be supported by a newly appointed SLT for staff development	

☐	Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.	• At KS3 & 4 the introduction of curriculum teams and shared planning means that teachers work in greater collaboration to ensure that they have the skills and expertise to deliver the curriculum. This is supported with time through team meetings and INSET days. This practice is well embedded in the primary team. • Subject and phase leads attend local subject networks to ensure that they have or gain expertise • Positive feedback about the delivery of BTEC highlights expertise of staff delivering – the school is designated 'low risk' for planning, delivery, marking and internal verification processes. Work in BTEC has been described as 'exceptional'.	🟩
☐	Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	• The school uses the phonics programme Read Write Inc to teach early readers in KS1 and KS2 • Lead teacher provides regular training to all primary staff to ensure consistency and quality of delivery	🟩
☐	Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge.	• Handwriting is taught in KS1 using the RWI programme and supported by in-class interventions when foundations are not secure. • Fresh Start is used to close phonological gaps in KS2 and Number Sense aims to close gaps in Maths • Introduction of Altus Learning Foundations at KS3 will provide a clear framework for assessing and closing gaps in key areas of students' foundational learning	🟧
☐	Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.	• Within lessons, teachers use ongoing assessment to check understanding and adapt teaching • Assessments on entry are provided to staff who generally use this information to adapt teaching to meet students' needs	🟧

☐	Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	• At KS4 the curriculum is designed with 3 clear strands to support students with differing needs, including those with EHCPs • Senior leaders are clear about the importance of high-quality teaching • Recent appointments of two SENCOs and a new SLT staff development role will play a key role in supporting all staff to understand the importance of high-quality teaching and what that looks like at Altus • Leaders have a clear vision to implement the SEND Code of Practice – with academic support within classes made possible by small class sizes

Strengths	Next steps

• Leaders have high ambitions of the Altus curriculum and have ensured the curriculum is suitable and well planned with the establishment of:
    o Curriculum teams and leaders
    o Curriculum maps and plans
    o Altus curriculum intent
• With the development of curriculum teams, there is support for teachers, UQTS and HLTAs to gain the required expertise to deliver the curriculum; in core subjects in both primary and KS3/4 this is supported by participation in area subject networks
• There is an increasing understanding of how well the curriculum is taught
	• Assessment is used to ensure that teachers make highly effective choices about what to teacher and when
	• Highly effective teaching is consistently delivered across the school that closes any gaps in foundational knowledge and age related expectations

Achievement

STANDARD	EVIDENCE	RAG RATING
EXPECTED		
☐ On the whole, pupils are ready for the next stage of education, employment or training, including a strong grounding in English and maths	• The new KS4 curriculum with 3 separate strands ensures that there are a range of ambitious and appropriate qualifications are delivered, with planned delivery of Functional Skills in English and Maths to reduce risks of students not gaining qualifications. There are improving results at KS4 for Eng & Maths. • The introduction of vocational Gateway qualifications are focused on preparation for employment and training, whilst also enabling transition into college courses • Students are increasingly ready to return to mainstream – evidenced by FAP with books in primary showing that they are gaining a strong grounding in English and Maths	(green)
☐ Pupils generally have the appropriate knowledge and skills across the curriculum, as reflected in the work they produce and the quality of their responses.	• There are improving outcomes at KS4 indicating that students generally have appropriate knowledge and skills • At KS3 the developing Altus Learning Foundation Skills focus on key foundational skills that will support students accessing the wider curriculum on transition from Altus • In areas of the school students' work shows they have appropriate knowledge and skills, and this is supported by developing verbal responses	(amber)
☐ Pupils develop the age- and phase-appropriate foundational knowledge and skills they need to progress them to the next stage of learning, including: • Language and communication skills • Accurate and fluent reading	• Increasing FAPS should that students have age appropriate skills to successfully transition to mainstream • At primary, Motional assessments are ensuring that targeted interventions have impact with students' age appropriate language and communication skills. Phonics assessments	(amber)

	• Compositional skills • Accurate spelling • Legible and fluent handwriting • Mathematical knowledge	evidence students make progress with increasingly accurate and fluent reading • Functional Skills at KS4 provide students with phase appropriate language, communication and mathematical knowledge
☐	Pupils read widely and often, with age-appropriate comprehension	• At KS1 and KS2 students read and are ready to daily • At KS3 and KS4 students encouraged to read regularly within class; all centres provide a reading area to engage students with age-appropriate texts
☐	A strong culture of reading is embedded across the school, shown by pupils' confidence in and enjoyment of reading, which sets them up to be lifelong readers.	• Reading is promoted across the school e.g. World Book Day and there are reading areas/ displays to promote enjoyment • In primary this is a real strength with a well resourced library and a lending library for students to take books home; reading is discussed in class, students are read to and they take part in events like the Read for Good readathon and attend the Cheltenham Literature Festival. They also have an opportunity to visit and choose books at a local bookshop.
☐	Any gaps in foundational knowledge and skills are closing quickly.	• Gaps close with support from interventions both in and out of the classroom. • Students who attend the bespoke Hub Provision have individual learning plans that focus on key gaps and short term targets are set form that
☐	Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in: • Word reading • Spelling • Handwriting • Number facts	• Books evidence students making increasing progress in accuracy and fluency

☐	On the whole, pupils achieve well, with attainment and progress in national tests (where applicable) broadly in line with national averages, including for disadvantaged pupils.	• There is an improving picture of attainment at KS4 supported by a curriculum designed with a high level of ambition. • At KS1/2 many students are disapplied from national tests, however, when appropriate they are entered for KS2 SATs	
☐	Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points and develop the knowledge and skills to enable them to progress to the next stage. This is evident even where published attainment and/or progress data is not available.		
☐	Disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally quickly close any gaps in their learning		
☐	Pupils gain the relevant qualifications they need to progress to the next stage of their education, training or employment	• There are improving results at KS4 for Eng & Maths and students are gaining a wider range of credible qualifications • Students are increasingly ready to return to mainstream – evidenced by FAP with books in primary showing that they are gaining a strong grounding in English and Maths	

Strengths	Next steps
• Improving outcomes at KS4 • Students gaining age appropriate skills to support their transition into the next phase of their education • Within primary there is a strong culture of reading	• Embed a culture of reading across the whole school (English development plan) • Embed Altus Learning Foundation Skills at KS3 to track progress in students' foundational knowledge and skills (link with tracking and monitoring of personal development,

Attendance & Behaviour

STANDARD	EVIDENCE	RAG RATING
EXPECTED		
☐ Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues	• Daily and weekly monitoring of attendance by Centre Managers that is then reviewed with SLT lead and within Student Action Meetings. • Attendance data is shared with the management committee to ensure that have an informed and accurate understanding of whole school attendance. • Attendance is a standing SLT agenda item. • Behaviour across the school is a standing SLT agenda item, informed by suspension data and SLT drop ins – targeted training and support is provided for staff teams; this sits alongside student interventions including additional support from in-school and external provision, including the Coordinated Support Team (APST) • The 25-26 school development plan – *Belonging Matters* – brings all aspects of school development together through the lens of belonging and improving attendance/behaviour.	
☐ Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand	• School expectations of *ready respectful and safe* is established across all centres; staff routinely reinforce these through their conversations and class based activities. The application of these expectations are context specific in each centre across the school. • Staff and student voice indicates that these expectations are well understood with staff voice improving in relation to behaviour and expectations • Relationships is at heart of the school's work from the school vision through to policy and practice	

☐	Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour	• Relationships & Behaviour Policy outlines staff roles and responsibilities in relation to ready, respectful, safe and this is also reflected in the Staff Code of Conduct • There is a regular training across the whole school and targeted within teams to ensure consistent positive reinforcement • Daily debriefs provide opportunities for leaders to promote responses that are relational and in line with school expectations	■
☐	Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately	• All suspensions are rigorously considered and challenged by leaders before decisions are made • No permanent exclusions since 2023; the school instead works proactively with the LA and uses a range of internal and external support to ensure the maintenance of calm and safe environments after significant incidents	■
☐	Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively	• Staff and Student Voice is positive and improving about this • Where there have been concerns in relation to sexual violence for example, prompt action has been taken to support both the victim and the perpetrator taking a multi-agency disciplinary approach • Anti-Bullying Policy is in place and incidents are appropriately recorded on CPOMs	■
☐	Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment	• Staff voice supports that students are safe and that behaviour is consistently well managed • When behaviour escalates, the majority of staff are able to quickly de-escalate to restore calm • There is frequent positive feedback from parents and visitors to the school • Increasing numbers of students are successfully moving back to mainstream	■

☐	Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers	• Attendance data is analysed on a centre wide and individual student basis and tracked for trends • Student Action Meetings are focused on understanding the barriers to good attendance and implementing appropriate strategies – the family support team has increased in size and there is a newly appointed offsite teacher to engage students in the home if they are anxious about attending onsite	
☐	Overall attendance is broadly in line with national averages or shows an improving trend over time	• There is an improving trend of attendance across the school, whilst the challenges of engagement remain high	
☐	Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on	• Weekly tracking shows students' trends with many improving over time, however, the challenges of engagement remain high – transport and distance is a barrier for many young people	
☐	Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or wellbeing, such as young carers. Any interventions are timely, well chosen and targeted	• Student Action Meeting discuss all children known to social care currently and with EHCPs, as well as those with presenting attendance and behaviour concerns • Timely strategies are implemented; PEP funding, as well additional EHCP funding, is used to provide additional targeted support	

Strengths	Next steps
• 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 and is central to the school development plan (Belonging Matters)	• 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

Personal Development & Wellbeing

	EXPECTED		

☐	A coherent and appropriate programme of personal development that:
	
	• Extends across the taught curriculum and wider opportunities and experiences
	• Makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally
	
	Pupils:
	
	• Feel welcome, valued and respected and that they belong within the school community
	• Understand, appreciate and respect differences in the world and its people; they celebrate what we have in common across cultural, religious, ethnic and socioeconomic communities
	• Respect the different protected characteristics defined in the Equality Act 2010 and do not tolerate bullying, unlawful discrimination, harassment or victimisation
		• Personal development programme includes:
		  o At KS3 and KS4 there is a suitable and well planned PSHE curriculum that is widely shared across the school. Delivery of PSHE is also embedded within the primary curriculum./
		  o Wider opportunities through weekly forest school at primary, active learning at KS3 and vocational curriculum options at KS4, which facilitate social and cultural development
		  o Students and staff eat lunch together regularly, creating natural opportunities for social interaction. This practice allows staff to model positive behaviours in social situations, such as polite conversation, respectful listening, and appropriate table manners
		  o Celebration of national/ international events e.g. Black History Month, World Mental Health Day
		Impact of this is evidence through
		- Low levels of bullying incidents/ use of derogatory language
		- Staff voice that bullying is well managed
		- Majority of pupils feel safe in school	

☐	The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge Pupils are: • Taught to recognise online and offline risks to their well-being, such as the dangers of sharing personal information and the impact of viewing harmful content online, and risks related to criminal and sexual exploitation, domestic abuse, female genital	• RSHE is delivered though PSHE, develop pupils knowledge in age-appropriate ways about healthy and safe relationships. School engages with external professionals through the Gloucester Healthy Living and Learning (GHLL) • Student Voice indicates that students know how to keep themselves safe, including online	

	mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism • Made aware of the support available • Know how to keep themselves safe and healthy, including how to look after their mental health and how to maintain an active lifestyle • Have an age-appropriate understanding of healthy relationships		
☐	Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain	• British Values and SMSC development are embedded throughout the school's work and core to the school's vision of students flourishing in school and in their wider communities • The school's expectations of ready, respectful and safe allow them to develop a deeper understanding of the rules and traditions of life in modern Britain.	

☐	Pupils have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport
	
	All pupils have equal access to and participate in interesting and relevant extra-curricular activities, including disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or wellbeing
		• The whole school curriculum intent explicitly seeks to provide a wide range of opportunities to broaden students' curiosity, strengths and resilience. This is evidenced through:
		
		   o Weekly Forest School and PE at Hartpury College as part of the primary curriculum
		
		   o Participation in local Cheltenham Festivals including working with a spoken word poet at KS3 and KS4
		
		   o Active/Offsite Learning is a core part of the KS3 curriculum and KS4 Vocational Strand
		
		   o Use of Music Works across the school to engage students with the arts
		
		   o At KS4 the Vocational Gateway qualification provides students with a wide range of opportunities to develop talents and interests in creative, hospitality and sports industries
		
		• Robust risk assessments ensure that all students have the opportunity to access these experiences	

☐	Where relevant, the school's careers education: • Prepares pupils for future education, employment or training • Demonstrates the school is making steady progress towards the Gatsby benchmarks And that: • Pupils with SEND develop independence and contribute to their community • All pupils benefit from high-quality careers education opportunities, where relevant, including disadvantaged pupils, those with SEND, those known (or previously known) to children's social care, and those who face other barriers to their learning and/or wellbeing	• There is a planned programme of careers education for students planned by the careers lead • KS4 students are carefully tracked for risk of NEET indicators with early support from Young Gloucestershire • Transitions for students with EHCPs and CiC are carefully planned and supported through annual reviews and PEPs • The school is achieving well across the majority of the Gatsby Benchmarks	
	Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it Leaders and staff know their pupils and are vigilant in identifying individuals or groups who need additional pastoral support Pastoral support is well matched to pupils' needs and: • Is targeted at those who may need extra guidance or care, or support for their emotional health or well-being • Deals with immediate issues and any underlying issues, in order to prevent problems recurring Effective relationships with parents, local authorities and other external agencies are drawn on to strengthen pastoral support Pupils: • Understand what support is available and access pastoral care when they need it • Are listened to by leaders, who take account of their views and needs	• Additional support is identified in a timely manner through Student Action Meetings (SAMS) which includes a SENCO, the Designated Teacher and Centre Manager • The school's graduated approach includes additional pastoral support from Behaviour Support Workers, Thrive Practitioners and a school counsellor (to whom students can self refer) • The Family Support Team to provide early intervention and targeted support. • The school is supported by a multi-disciplinary Co-ordinated Support Team (CST) who bring together therapeutic and practical services—including mental health practitioners, youth workers, family support specialists, art therapists, and speech and language professionals. • My Futures prevention programme, working with the Police and a group of multi-agencies to support boys aged between 14-16 years old who are at risk of entering the criminal system.	

☐	The personal development programme is an entitlement for every pupil. Leaders: • Track participation • Take steps to ensure that pupils, including disadvantaged pupils, SEND pupils, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately ○ Reasonable adjustments or adaptations are made for these pupils	• Provision is embedded and available for all students – robust risk assessments ensure that there are high levels of participation

Strengths	Next steps
• An extensive, well planned and coherent personal development offer is available as an entitlement for all students across the school and is embedded with the strategic intent of the whole school curriculum • Structures are established to ensure students access additional pastoral support at the point of need • The school is making good progress towards the Gatsby Benchmarks and preparation for working life is implicit within the school's strategic curriculum intent	• 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

Leadership & Governance

STANDARD	EVIDENCE	RAG RATING
EXPECTED		
☐ Leaders: • Understand the school's context, strengths and areas for development • Have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work • Quickly and effectively deal with any aspects of the school's provision that doesn't meet the expected standard	• The vision is reflective of the school's unique context as an alternative provision (PRU) school; this is a thread that consistently runs through all aspects of the school's work. Middle leader survey showed that leaders at all levels are confident in their understanding of the school vision and the direction of future development. • School Development Plans and Staff Voice action plans identify clear priorities linked to the school's development and data • *Belonging Matters* strategy for 2025/6 shows that there is clear work to drive improvement across all areas of the school's work, prioritising attendance and inclusion • Staffing changes with creation of new roles (introduction of attendance roles including expansion of family support, offsite teacher, appointment of 2 SENCOs) reflect improvement priorities	
☐ Governors/trustees: • Ensure that the school's vision, ethos and strategic direction are clearly defined • Take account of context • Make sure that resources, including digital technologies, are used effectively • Typically support and challenge leaders appropriately, giving due regard to leaders' and staff wellbeing and workload	• The Management Committee annual plan is linked to the school's vision and priority areas and seeks to hear from leaders across the school • Management Committee meeting minutes (including Finance and People Subcommittee) demonstrate that there is appropriate challenge and support in relation to the school's vision and ethos • Governor visit records show challenge and understanding of the school context • Staff Wellbeing committee is attended by the Vice Chair and there are regular questions in Management Committee meetings (including Finance and People) about staff wellbeing • The Director's performance management shows clear regard for wellbeing and workload	

STANDARD	EVIDENCE	RAG RATING
☐ Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve	• During 24-25 whole school leadership team meetings were focused on developing high performing teams; these key areas remain a focus through line management and team meetings • Increase in NPQs and other professional development opportunities show the high expectations and professionalism of leaders including the Director and Deputy Director • Staff Voice indicates that staff feel the school is providing increasing challenge to support all students to make progress	(green)
☐ Leaders: ✓ Ensure that staff and governors feel valued and involved in the strategic direction of the school ✓ Provide staff and governors with meaningful opportunities to share perspectives and insights and collaborate throughout any change process	• Staff wellbeing committee is empowering staff to develop whole school and centre-based approaches to celebrating and valuing staff – membership also includes representatives from the senior leadership team and the management committee • The school has undertaken full consultation processes when changes have been implemented • Feedback from school union representatives to all staff commented on leadership's 'open-minded and collaborative approach to working with unions' and a 'positive partnership'	(amber)
☐ The professional learning and expertise programme: ✓ Is evidence-informed, of high quality and designed to build expertise ✓ Draws on evidence ✓ Includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant ✓ Leaders protect time for professional learning	• Newly introduced CPD programme in place • Revised appraisal processes including use of shared whole school and team targets • Development of faculty/curriculum leadership • ECT and ITT feedback from those completing their QTS at the school	(amber)

STANDARD	EVIDENCE	RAG RATING

☐ Leaders:
  ✓ Support staff's wellbeing and ensure that their workload is manageable
  ✓ Have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation
	• Staff voice surveys show that staff increasingly feel they can manage their workload, that they enjoy working at the school and that staff are treated fairly and with respect
	• Appropriate school policies are in place to protect staff
	• Appointment of school HR lead and ongoing work with GCC HR
	• Extensive employee assistance programme available for all staff including a wide range of health and wellbeing benefits
		(green)

☐ Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support pupils to achieve and feel that they belong	• Parent Voice (formal and informal) shows that they develop trusting relationships with the school • Case Studies of improved school attendance and engagement with support from Family Support team • The school engages with a wide range of community partners including; Music Works, Earnest Cook Trust, Hartpury College, Cheltenham festivals. • The school has increased its offsite teaching capacity to support parents who are struggling to get their children to attend	(amber)
☐ Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge	• The school sits on a wide range of local authority boards including Send Improvement Local Area Partnership (SILAP) and Safeguarding Children Education subcommittee. The school is a key member of the LA DSL forum and works collaboratively with agencies including the police, Youth Support Team and social care to develop provision. • The school works closely with the LA SEND team, a partnership that provides support and challenge both ways in particular around children with EHCPS accessing the school. It enjoys a similar relationship with the Virtual School. • Members of special school, secondary heads and primary partnerships groups • The school's growing outreach team provides support and challenge to mainstream schools to develop their provision on a child led and whole school	(green)

STANDARD		EVIDENCE	RAG RATING
		basis. The school has also delivered county wide training through the Virtual School and Gloucestershire School Improvement service (GLOSSI). • GLOSSI provide challenge and support for the school in meeting its strategic goals through an annual visit and school improvement partner scrutiny visits.	
☐	Leaders act in the best interest of pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing	• School vision and values place the needs of students at the heart of the school's work • Feedback from Virtual School (PEP scores and Virtual School Best Practice Award, as well as informal feedback) • SAMs are in-school multi-disciplinary teams that ensure disadvantaged are a key focus area in all aspects of the school's work	

Strengths	Next steps
• Leaders understand the school's context and share a clear rationale for school improvement priorities • The management committee is a skilled group with strong understanding of the school context to provide appropriate support and challenge	• 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