



The Altus School

Summary Self-Evaluation 2025-6

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

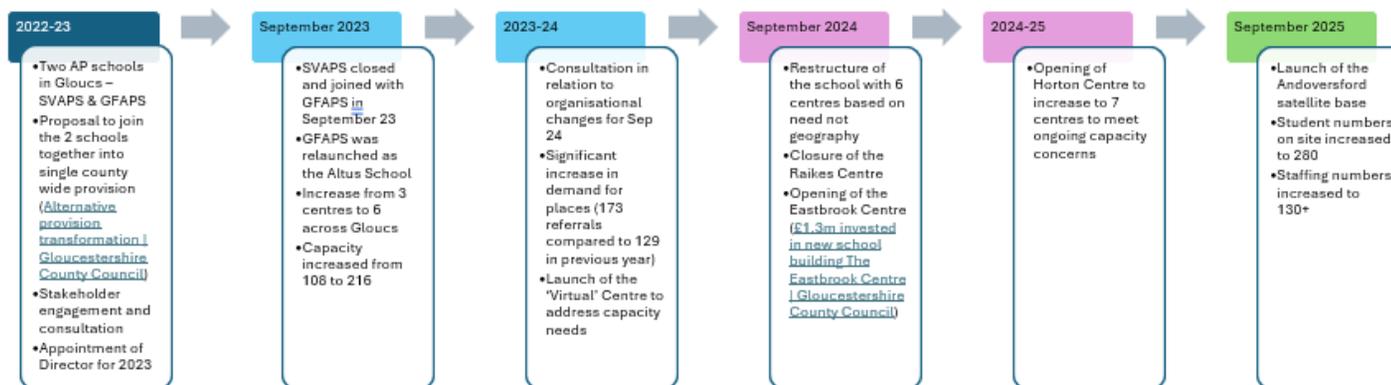
<p>Rutherford House (Primary) Capacity: 38</p>  <p>Short term provision for primary aged children who have been PEXd from a mainstream setting, supporting their return to mainstream or integration into appropriate next setting</p>	<p>Russet House (KS3) Year 7-9 Capacity: 40</p>  <p>Short term provision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

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 – a summary overview

- The Altus School was previously known as Gloucester and Forest Alternative Provision School (GFAPS). In September 23 it was renamed the Altus School when the previous Severn Valley Alternative Provision School (SVAPS) was closed and merged with GFAPS.
- The Altus School is the local authority maintained alternative provision school (PRU) commissioned to provide education for children:
 - Have been permanently excluded from a mainstream school
 - Require a placement under the LA CiC Protocol
 - Have a placement agreed by the Exceptional Circumstances Panel
 - It has capacity for **280 students** from Y1 through to Y11.
- It is made up of 7 centres across Gloucestershire and a primary satellite base in a mainstream school.

AP Transformation – development of the Altus School:



Rates of Permanent Exclusion in Gloucestershire

Year	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Total
23-24	17	12	17	14	10	19	16	20	20	21	7	173
24-25	9	21	10	10	15	11	21	11	12	12	12	144
25-26	12	19	15	15	8							

It is worth noting that Gloucestershire experiences high rates of permanent exclusion compared to statistical neighbours and SW regional local authorities. It also remains amongst the highest-ranking local authorities nationally for primary phased permanent exclusions (including for those with EHCPs).

Strategic focus areas 2023 – to date:



Leaders have focused on:

- 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 new common approach to supporting behaviour, underpinned by relational and restorative practice
- Developing a coherent and equitable curriculum offer
- Ensuring financial stability with the merging of 2 budgets, one of which carried forward a deficit

Summary of strengths and areas for development

Strengths	Next steps
<ul style="list-style-type: none"> ● Leadership & Governance <ul style="list-style-type: none"> ○ Detailed and insightful analysis of the school’s context leading to impactful school improvement strategies and leaders at all levels make a positive contribution to the school development ○ Increased leadership capacity to ensure that SEND and children known to social care are a priority across the whole school ○ Effective and impactful 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 consistent support and challenge ● Curriculum Intent and Implementation: <ul style="list-style-type: none"> ○ 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 ○ Leaders have good understanding of how well the curriculum is taught ● Inclusion <ul style="list-style-type: none"> ○ Early identification and assessment of need on entry into the school with a graduated approach to successfully overcome any barriers to learning ○ A wide range of opportunities are embedded across the curriculum to enrich all students’, including those with SEND, disadvantaged and known to social care, experiences ● Attendance and Behaviour approaches <ul style="list-style-type: none"> ○ 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 with tailored and responsive strategies having impact ○ There are high expectations (ambitions) for students’ behaviour ○ Importance of attendance is consistently promoted by leaders; there is an understanding from all stakeholders that attendance is a shared responsibility ● Personal Development offer <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> ● 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 ● 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	Needs attention
Achievement	Needs attention
Attendance and behaviour	Expected Standard
Personal development and wellbeing	Expected Standard
Leadership and governance	Strong