



Voyage Learning Campus SEF 2025-26

How do we create an environment in which students working with the VLC can fulfil their potential?



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## Summary of evaluation

| <b>Evaluation Area</b>             | <b>Judgement</b>  |
|------------------------------------|-------------------|
| Safeguarding                       | MET               |
| Inclusion                          | Expected standard |
| Curriculum and teaching            | Expected standard |
| Achievement                        | Needs Attention   |
| Attendance and behaviour           | Needs attention   |
| Personal development and wellbeing | Expected standard |
| Leadership and Governance          | Expected standard |

## School Context

The Voyage Learning Campus (VLC) is the only Pupil Referral Unit (PRU) serving the North Somerset local authority. We provide support for students from Key Stage 1 to Key Stage 4 who are unable to attend mainstream schools, either due to permanent exclusion or medical needs. We also provide outreach to support mainstream schools to enable students to remain in their mainstream setting. The school is a Thrive Centre of Excellence and offers RHS Forest School Student Awards.

The provision is currently based across three sites in Weston-super-Mare , as our Milton site is being remodelled \* with an estimated completion for September 2026, and is structured into three phases:

- Phase 1 – Permanent exclusion (PEX) provision for Primary
- Phase 2 – PEX provision for Years 8 to 11
- Phase 3 – All-through medical tuition provision

Places at VLC are commissioned via the North Somerset Inclusion Panels. We offer a total of 75 places:

- 45 places within the PRU (35 Secondary, 10 Primary- 5 onsite and 5 outreach)
- 30 places within medical tuition

Students join throughout the academic year and, in most cases, have experienced significant disruption to their education prior to arriving at VLC. This is often due to repeated suspensions, Managed Moves/Off-Site Directions, or health-related barriers resulting in persistent low attendance.

We offer a broad and varied curriculum designed to ensure that all students can access a range of academic subjects, while also supporting their personal development through enrichment opportunities. One key element of this is our developing "Passport to Life" curriculum, which equips students with essential life skills to help them succeed beyond school.

We continue to refine and strengthen our curriculum pathways to ensure that all students are supported to fulfil their potential and achieve in line with their peers. This is an ongoing process, and each year we have made improvements—particularly in supporting students' literacy and numeracy and SEMH needs—to close gaps and promote long-term success.

We offer carefully planned induction to our centres , which is aimed to develop learners' autonomy to promote growth mindset towards personal development, academic attainment and general wellbeing: this includes being self-aware and the development of strategies to enable our young people to help themselves in overcoming the issues that brought them to us.

In September 2025, the numbers of students on roll were:

|                          | Phase 1 | Phase 2 | Phase 3 | Overall Total |
|--------------------------|---------|---------|---------|---------------|
| Total                    | 6       | 31      | 24      | 71            |
| Dual Reg                 | 4       | 4       | 21      | 29            |
| Male                     | 4       | 21      | 7       | 32            |
| Female                   | 2       | 10      | 17      | 29            |
| EHCP (in final or draft) | 1       | 8       | 4       | 13            |
| Pupil Premium            | 6       | 17      | 7       | 30            |
| CLA                      | 1       | 1       | 0       | 2             |

The number of Children Looked After (CLA) at Voyage Learning Campus (VLC) fluctuates throughout the year as referrals from mainstream schools increase. The school has observed a rising level of need among these referrals, often due to complex safeguarding concerns or previously unidentified special educational needs and disabilities (SEND).

All students are placed on the school's SEND register upon arrival, as they require support beyond what is typically available in mainstream settings. In response, we have developed a comprehensive SEND database to ensure staff are fully aware of each student's specific needs. This enables them to provide appropriate support both inside and outside the classroom.

There have been several key leadership changes during the current academic year. The Principal has been in post substantively since September 2024. The Vice Principal joined in April 2025, and in September 2025, a new SENDCo and Head of Medical also joined the leadership team. The Head of Primary has been in role since 2020.

The Management Committee has experienced significant changes in its membership over the past academic year. A number of new members have been successfully recruited, and a professional development programme has been implemented to support both new and existing committee members. As a result, governance at VLC is now stronger, more informed, and better equipped to support and challenge the school effectively as it enters its next phase of development.

The Principal and Head of Primary work closely with the North Somerset Head of Inclusion to co-develop the North Somerset Inclusion Toolkit. They also attend the North Somerset Primary and Secondary Inclusion Panels on a fortnightly basis to provide advice, guidance, and support to mainstream colleagues—helping to prevent permanent exclusions (PEX) and promote inclusion across the county.

In addition to its core provision, VLC continues to expand its outreach work across North Somerset. The school is developing targeted outreach programmes to help prevent permanent exclusions in both primary and secondary schools. This academic year, VLC is also launching a dedicated outreach offer to support students experiencing Emotionally Based School Avoidance (EBSA).

The school's outreach work in the secondary sector has also expanded. Last year, VLC delivered a number of pilot outreach programmes across multiple secondary schools in North Somerset, helping reduce exclusions and support smooth transitions. The primary team has also provided targeted advice, guidance, and Thrive assessments to mainstream primary settings. This year, the outreach offer has been extended to include Family Thrive, Sports Coaching, Thrive/Theraplay interventions which has been located both at VLC and in the mainstream setting.

These collective efforts have had a measurable impact. Permanent exclusions in North Somerset have reduced significantly, from 47 in 2023–24 to just 20 in 2024–25.

|                |           | 2024-2025- Total= 22 students |          |          |          |          |          |          |          |          |          |          | 2025-26- Total (to date= 22 students) |          |          |          |          |          |          |          |
|----------------|-----------|-------------------------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---------------------------------------|----------|----------|----------|----------|----------|----------|----------|
|                | 2023-24   | Sept                          | Oct      | Nov      | Dec      | Jan      | Feb      | Mar      | Apr      | May      | June     | July     | Sept                                  | Oct      | Nov      | Dec      | Jan      | Feb      | Mar      | Apr      |
| Primary PEXs   | 8         | 0                             | 0        | 1        | 0        | 0        | 0        | 2        | 0        | 0        | 0        | 0        | 0                                     | 0        | 0        | 0        | 0        | 1        | 0        | 0        |
| Secondary PEXs | 40        | 5                             | 4        | 0        | 3        | 0        | 2        | 3        | 1        | 1        | 0        | 0        | 3                                     | 1        | 1        | 4        | 3        | 2        | 3        | 2        |
| Specialist     | 0         | 0                             | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0                                     | 0        | 1        | 0        | 0        | 1        | 0        | 0        |
| <b>Total</b>   | <b>48</b> | <b>5</b>                      | <b>4</b> | <b>1</b> | <b>3</b> | <b>0</b> | <b>2</b> | <b>5</b> | <b>1</b> | <b>1</b> | <b>0</b> | <b>0</b> | <b>3</b>                              | <b>1</b> | <b>2</b> | <b>4</b> | <b>3</b> | <b>4</b> | <b>3</b> | <b>2</b> |

Building on this success, VLC will continue to grow its outreach offer in the 2025–26 academic year and further develop the Inclusion Toolkit. The school's overarching aim remains clear: to ensure that students at risk of exclusion receive timely and tailored support: whether to stay in mainstream education, return to it, or transition to specialist provision based on their individual needs

| Areas to improve:  | Progress   |
|--|--|
| <p>From our OFSTED Report in 2022, the recommendations for improvement were;</p> <p>“ Leaders should ensure that there is a clear and intentional approach to collaborative working across the three phases to impact positively on learning for all pupils. “</p> <p>“ Leaders need to ensure that staff have the right knowledge and understanding of pupils' specific needs so that they are more precise in the adaptations they make to learning. “</p> | <p>We have made progress towards our OFSTED recommendation through our implementation of our SEND database, our use of PSPs, Pupil passports with personalised targets for our students based on their individual needs that are consistently applied across the phases.</p> |

## Safeguarding

| Safeguarding Standard   | Evidence  |  |
|---|---|--|
| <p>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</p>                        | <ul style="list-style-type: none"> <li>• Safeguarding is a central priority at VLC and is underpinned by robust systems and strong leadership oversight.</li> <li>• All safeguarding concerns are recorded on CPOMS and are reviewed daily by the Head of Centre and Principal to ensure appropriate oversight and timely action.</li> <li>• Senior leaders receive automatic alerts for all safeguarding concerns logged on the system.</li> <li>• Safeguarding concerns are initially triaged by the phase Designated Deputy Safeguarding Lead (DDSL) and escalated to the Designated Safeguarding Lead (DSL) where appropriate. This ensures effective oversight and prompt responses.</li> <li>• The safeguarding team consists of five trained members, ensuring concerns are followed up promptly and in line with statutory requirements.</li> <li>• Safeguarding is a standing agenda item in line management meetings involving the DSL and DDSLs, allowing leaders to review cases, identify emerging trends and strengthen safeguarding practice.</li> <li>• Leaders regularly review the categories and use of CPOMS to ensure that recording reflects both contextual safeguarding risks and national safeguarding trends.</li> <li>• Safeguarding procedures are regularly reviewed to ensure the effective storage, transfer and receipt of safeguarding information when students join or leave the provision.</li> <li>• The school has strong multi-agency working arrangements and works closely with local safeguarding partners.</li> <li>• VLC contributes to the North Somerset Multi-Agency Child Safety (MACS) Panel and the Joint Targeted Area Inspection (JTAI) Panel.</li> <li>• The Family Liaison Officer attends Bournville One, a multi-agency information-sharing forum that supports awareness of emerging safeguarding issues locally.</li> <li>• The Head of Medical attends half-termly meetings with CAMHS leads and clinical psychologists to support coordinated responses to students with mental health needs.</li> <li>• The school maintains regular communication with mainstream schools to support safeguarding arrangements for students who are dual registered or transitioning back to mainstream education.</li> </ul> |  |
| <p>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</p> | <ul style="list-style-type: none"> <li>• Students report that they feel safe and know who to speak to if they are worried or need support.</li> <li>• Safeguarding education is embedded within the PSHE curriculum and reflects the needs and experiences of students within the local community.</li> <li>• The curriculum promotes resilience, informed decision-making and an understanding of risk.</li> </ul>   |  |

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|  | <ul style="list-style-type: none"> <li>• External professionals regularly contribute to safeguarding education, including representatives from the police, the Prevent team, North Somerset safeguarding and family wellbeing teams and charitable organisations.</li> <li>• These sessions provide students with relevant and up-to-date guidance to support safer decision-making and reduce risk-taking behaviours.</li> <li>• The school works proactively with parents and carers to promote safeguarding awareness and share information about local and national safeguarding risks.</li> <li>• Tutors maintain regular communication with families to strengthen joint working and support student wellbeing.</li> </ul>  |  |
| <p>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</p>  | <ul style="list-style-type: none"> <li>• All staff complete the annual safeguarding refresher training delivered by North Somerset Council.</li> <li>• Staff also complete additional safeguarding training, including online safety and contextual safeguarding.</li> <li>• Safeguarding is discussed regularly in phase meetings to ensure staff remain aware of emerging issues and local safeguarding risks.</li> <li>• Staff receive regular updates and guidance to strengthen vigilance and professional confidence in responding to safeguarding concerns.</li> <li>• Weekly safeguarding questions are discussed during phase briefings to encourage professional reflection and reinforce safeguarding procedures.</li> <li>• Staff understand how to recognise safeguarding concerns and use CPOMS confidently to record and escalate concerns appropriately.</li> </ul> |  |
| <p>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)</p> | <ul style="list-style-type: none"> <li>• Leaders ensure that safeguarding systems recognise and respond to child-on-child abuse, including bullying, physical abuse, sexual harassment and sexual violence.</li> <li>• Staff receive training to recognise and respond appropriately to these concerns.</li> <li>• All incidents are recorded and reviewed through safeguarding systems to ensure appropriate support and follow-up actions.</li> </ul>   |  |
| <p>Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty</p>   | <ul style="list-style-type: none"> <li>• Leaders ensure safeguarding systems meet statutory requirements, including the recording, monitoring and escalation of safeguarding concerns.</li> <li>• Clear procedures are in place for information sharing and referrals where concerns meet safeguarding thresholds.</li> <li>• Prevent duty responsibilities are addressed through staff training and student education delivered through the curriculum and visiting professionals.</li> </ul>  |  |

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|  | <ul style="list-style-type: none"> <li>• The Single Central register is regularly audited by leaders and the Management Committee</li> </ul>  |  |
| <p>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</p> | <ul style="list-style-type: none"> <li>• The Child Protection Policy is clear, accessible and reviewed regularly to reflect current statutory guidance.</li> <li>• The policy clearly outlines staff roles and responsibilities for safeguarding.</li> <li>• Staff understand the importance of escalating concerns to the DSL or DDSLs.</li> <li>• Leaders regularly review safeguarding practice to ensure policies and procedures remain effective.</li> </ul> |  |
| <p>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</p>              | <ul style="list-style-type: none"> <li>• Safeguarding practice is monitored through regular leadership oversight and line management processes.</li> <li>• Leaders maintain ongoing dialogue with staff to ensure safeguarding responsibilities are understood and consistently applied.</li> </ul>   |  |
| <p>Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them</p>   | <ul style="list-style-type: none"> <li>• Leaders regularly review safeguarding systems and procedures to identify areas for improvement.</li> <li>• Learning from safeguarding cases and reviews is used to strengthen practice and ensure safeguarding arrangements remain effective.</li> </ul>   |  |

## Inclusion

| Standard   | Evidence  | RAG Rating |
|--|---|------------|
| <p>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.</p> | <ul style="list-style-type: none"> <li>• Leaders use a range of systems to identify and monitor pupils' needs effectively.</li> <li>• Pastoral Support Plans are regularly quality assured to ensure that targets are appropriate, ambitious and aligned with the outcomes identified in pupils' Education, Health and Care Plans (EHCPs).</li> <li>• Individual interventions and EHCP reviews enable leaders and staff to identify emerging or changing needs and respond promptly.</li> <li>• The VLC SEND Database, developed in 2022–23, has strengthened information sharing across the school. It ensures that assessment updates, support strategies and key information are accessible to all staff.</li> <li>• Leaders are refining the database further to improve communication, track engagement and progress more closely, and enable timely and targeted interventions.</li> <li>• Leaders closely monitor the needs and progress of disadvantaged pupils, including those eligible for pupil premium.</li> </ul>  |            |
| <p>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.</p>  | <ul style="list-style-type: none"> <li>• Leaders maintain high expectations for all pupils, including those with SEND and those who are disadvantaged.</li> <li>• Support strategies are personalised and aligned with pupils' individual needs and EHCP outcomes.</li> <li>• Attendance and attainment for pupils with EHCPs have improved. In 2025, a higher proportion of pupils with EHCPs achieved qualifications, with outcomes broadly in line with their peers without EHCPs (5+ GCSEs grade 1–9: EHCP 27%, non-EHCP 29%).</li> <li>• Leaders have identified that pupil premium pupils previously did not achieve in line with their peers and have strengthened target-setting and review processes to address this.</li> <li>• The reinstatement of the Family Liaison Officer role has strengthened communication with families and improved support for vulnerable pupils.</li> <li>• Leaders are prioritising opportunities to broaden pupils' experiences through the School Development Plan, which aims to improve outcomes and develop pupils' cultural capital.</li> </ul> |            |
| <p>Leaders take a graduated approach (as explained earlier), which means pupils' needs are generally met. Staff receive suitable training and support to implement this approach</p>   | <ul style="list-style-type: none"> <li>• Leaders have prioritised a needs-focused approach in response to the 2022 Ofsted recommendation that teachers did not always address pupils' specific learning needs when delivering personalised learning.</li> <li>• This has resulted in stronger personalisation and improved support for pupils with SEND.</li> <li>• Staff demonstrate increased confidence and consistency in implementing the graduated approach to support pupils' learning and wellbeing.</li> <li>• Staff benefit from a coherent and well-planned CPD programme aligned with the School Development Plan.</li> <li>• Staff engagement in professional development is strong, with 94% of staff reporting that leaders provide relevant and effective CPD.</li> </ul>   |            |

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|  | <ul style="list-style-type: none"> <li>• Training opportunities include both internal and external professional development to strengthen staff expertise in meeting pupils' needs.</li> </ul>   |  |
| <p>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</p> | <ul style="list-style-type: none"> <li>• Leaders analyse progress, assessment and destination data carefully to evaluate the effectiveness of support strategies.</li> <li>• This evidence indicates that current strategies are more effective than in previous years in reducing barriers to learning and improving outcomes.</li> <li>• The pupil premium strategy is evidence-informed and closely monitored by leaders.</li> <li>• Actions taken have contributed to narrowing attainment gaps and increasing participation in enrichment opportunities and wider learning experiences.</li> <li>• Leaders continue to strengthen monitoring and evaluation processes to ensure that support for disadvantaged pupils leads to improved attainment and engagement.</li> </ul> |  |
| <p>The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for pupils with SEND.</p>  | <ul style="list-style-type: none"> <li>• The SENCo plays a central role in coordinating SEND provision and ensuring that pupils' needs are identified and supported effectively.</li> <li>• The SENCo works closely with leaders and staff to ensure that provision aligns with pupils' needs and EHCP outcomes.</li> <li>• Regular monitoring and quality assurance processes ensure that provision remains focused on improving outcomes for pupils with SEND.</li> </ul>  |  |
| <p>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.</p>       | <ul style="list-style-type: none"> <li>• Leaders work closely with external professionals and services to ensure that pupils with SEND receive appropriate support.</li> <li>• Collaborative working with external agencies helps ensure that pupils' educational, social and emotional needs are addressed effectively.</li> <li>• Leaders continue to strengthen communication systems and information sharing to support coordinated support for pupils.</li> </ul>   |  |
| <p>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</p>          | <ul style="list-style-type: none"> <li>• Leaders work closely with external professionals and families to ensure that vulnerable pupils receive appropriate support.</li> <li>• Strong communication with families, supported by the Family Liaison Officer, enables the school to respond effectively to barriers affecting pupils' learning and wellbeing.</li> <li>• Leaders prioritise targeted interventions to support vulnerable pupils' engagement and progress.</li> </ul>  |  |

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|---|---|--|
| their learning opportunities and experiences.   |   |  |
| 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 | <ul style="list-style-type: none"> <li>• Leaders maintain oversight of pupils accessing alternative provision to ensure that placements meet their educational and wellbeing needs.</li> <li>• Communication between providers and the school supports monitoring of engagement, progress and welfare.</li> <li>• Each place in AP is quality assured to ensure that statutory requirements are met.</li> </ul> |  |

| Strengths  | Next Steps   |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Leaders have established robust systems to identify and monitor pupils' needs</b>, including quality-assured Pastoral Support Plans, regular EHCP reviews and a well-developed SEND database that strengthens information sharing across the school.</li> <li>• <b>Leaders maintain high expectations for all pupils</b>, with personalised support aligned to individual needs and EHCP outcomes, contributing to improved attendance and attainment for pupils with EHCPs.</li> <li>• <b>A clear, needs-focused approach to teaching and learning has strengthened personalisation</b>, with staff demonstrating increasing confidence and consistency in implementing the graduated approach.</li> <li>• <b>Leaders provide a coherent and well-planned professional development programme</b>, enabling staff to develop expertise in meeting the needs of pupils with SEND and vulnerable learners.</li> <li>• <b>Strong leadership, monitoring and partnership working ensure coordinated support for vulnerable pupils</b>, including effective collaboration with families, external agencies and alternative provision</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to strengthen monitoring and evaluation of support for pupil premium pupils to ensure attainment matches that of their peers.</li> <li>• Complete and embed the revised SEND database to ensure even more consistent communication and monitoring across the school.</li> <li>• Increase opportunities for enrichment and cultural capital, particularly for disadvantaged pupils.</li> <li>• Continue to refine systems for evaluating and reporting the impact of interventions to ensure provision remains evidence-led and sharply focused.</li> </ul> |

## Curriculum and teaching

| Standard   | Evidence  | RAG Rating |
|--|---|------------|
| <p>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.</p> | <ul style="list-style-type: none"> <li>• This is the third year of the school’s five-year strategic development plan, which focuses on embedding a shared understanding of the school’s mission: to enable students to achieve more than they believe is possible and develop the skills to lead active and fulfilling lives.</li> <li>• Leaders regularly review curriculum quality and teaching practice to ensure the curriculum remains responsive to students’ needs.</li> <li>• In 2023–24, leaders conducted a comprehensive review of the curriculum across all three phases. This resulted in a shared curriculum framework built around three interdependent elements: Core Learning, Wider Learning and Personal Development.</li> <li>• Middle leaders review faculty curriculum maps to ensure clarity of intent, identify gaps in knowledge and ensure aspirational learning outcomes for all students.</li> <li>• Lesson observations, work scrutiny and curriculum reviews are used to monitor the implementation and impact of teaching strategies.</li> <li>• Leaders deploy specialist teaching assistants to support targeted interventions based on assessment and induction data.</li> <li>• Leaders are currently reviewing the delivery of academic and personal development interventions to ensure they are having maximum impact on closing gaps in learning.</li> </ul> |            |
| <p>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.</p>  | <ul style="list-style-type: none"> <li>• The curriculum is designed to support both academic achievement and students’ social-emotional development.</li> <li>• The curriculum model integrates three elements:               <ul style="list-style-type: none"> <li>• Core Learning (Literacy and Numeracy)</li> <li>• Wider Learning (Broader Curriculum)</li> <li>• Personal Development</li> </ul> </li> <li>• This framework ensures that academic learning and personal development are interdependent and responsive to students’ needs.</li> <li>• During 2024–25, middle leaders undertook a comprehensive review of faculty curriculums and developed clear learning pathways aligned with the three curriculum elements.</li> <li>• These pathways provide a coherent structure that ensures:               <ul style="list-style-type: none"> <li>• clear curriculum intent across subjects</li> <li>• identification of gaps in knowledge and skills</li> <li>• aspirational learning outcomes for all students.</li> </ul> </li> <li>• Leaders are developing personalised curriculum pathways to meet the diverse needs of students, including alternative and vocational opportunities.</li> <li>• The ‘Passport for Life’ curriculum was piloted during 2024–25 and will be fully implemented across the school in 2026–27.</li> </ul>   |            |

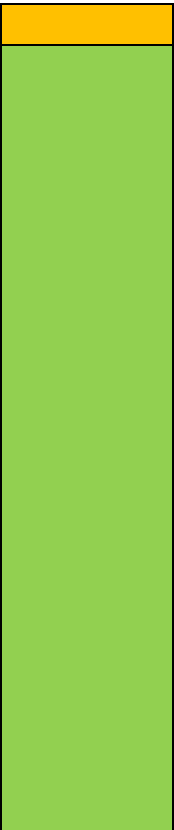
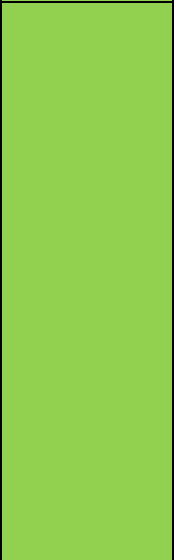
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|  | <ul style="list-style-type: none"> <li>• This work supports students to make sustained progress and, where appropriate, achieve in line with their peers in mainstream education.</li> </ul>   |  |
| <p>Leaders ensure that the curriculum is generally 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.</p> | <ul style="list-style-type: none"> <li>• Teachers use assessment information and knowledge of students' starting points to plan lessons that address gaps in learning.</li> <li>• Lessons are designed to be scaffolded and responsive to students' individual needs.</li> <li>• Staff adapt learning creatively to overcome barriers to engagement and learning.</li> <li>• Teachers prioritise identifying and addressing gaps in students' knowledge and skills.</li> <li>• Personal development is integrated across the curriculum, supporting students' emotional regulation, independence and readiness to learn.</li> <li>• Trauma-informed approaches underpin classroom practice and help create a safe and supportive learning environment.</li> <li>• The school's work in this area has been recognised externally, with students described as having the support they need to thrive personally and academically.</li> </ul> |  |
| <p>Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.</p>  | <ul style="list-style-type: none"> <li>• All subjects are taught by subject specialists.</li> <li>• Staff are supported through a coherent professional development programme aligned with school development priorities.</li> <li>• The VLC Teaching and Learning Toolkit (established in 2021) provides a shared framework for high-quality pedagogy across the school.</li> <li>• CPD priorities focus on key areas including: <ul style="list-style-type: none"> <li>• literacy development</li> <li>• high-quality SEND teaching</li> <li>• trauma-informed practice.</li> </ul> </li> <li>• Staff professional development also includes work on supporting students' executive functioning skills (EFS), with training delivered through whole-school and faculty CPD.</li> <li>• Performance management targets support the implementation of teaching and learning strategies within classrooms.</li> </ul>                       |  |
| <p>Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.</p>  | <ul style="list-style-type: none"> <li>• Leaders prioritise the development of reading across the school through the Literacy Policy (2023–26).</li> <li>• Literacy development includes a focus on building a reading culture, embedding Tier 2 vocabulary and strengthening subject-specific literacy.</li> <li>• Phonics interventions are used where appropriate to support students at the early stages of reading development.</li> <li>• Programmes such as ULS Phonics and Nesy are used to support students' phonological awareness and decoding skills.</li> </ul>   |  |
| <p>Leaders and staff are particularly aware of pupils who have not yet secured the</p>   | <ul style="list-style-type: none"> <li>• There is a strong focus on ensuring students develop literacy and numeracy skills so that they can achieve outcomes comparable with their peers.</li> <li>• Initial assessments identify gaps in knowledge when students join the school.</li> </ul>  |  |

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| <p>necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge</p>   | <ul style="list-style-type: none"> <li>• A range of targeted interventions support students who require additional support in reading and numeracy, including:</li> <li>• That Reading Thing</li> <li>• Catch Up Literacy</li> <li>• IDL</li> <li>• Catch Up Numeracy</li> <li>• guided reading and comprehension activities.</li> <li>• Vocabulary development is embedded across subjects through consistent use of strategies such as Word of the Week and subject-specific vocabulary teaching.</li> <li>• Reading and oracy activities are incorporated throughout the school day, including during tutor time and supported break times.</li> </ul>   |  |
| <p>Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.</p>  | <ul style="list-style-type: none"> <li>• Initial assessments and induction data are used to identify students' starting points and gaps in learning.</li> <li>• Teachers use assessment information to plan targeted interventions and adjust teaching where needed.</li> <li>• Progress and engagement are monitored through a range of systems, including Pastoral Support Plans and assessment reviews.</li> <li>• Leaders are continuing to refine assessment systems to ensure interventions are accurately targeted and effective</li> </ul>  |  |
| <p>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.</p> | <ul style="list-style-type: none"> <li>• Leaders ensure that teaching is supported by targeted interventions designed to address specific learning needs.</li> <li>• Specialist teaching assistants provide tailored support informed by assessments and EHCP targets.</li> <li>• The VLC SEND Database supports staff in accessing key information, including assessment updates, interventions, PSPs, pupil passports and EHCP targets.</li> <li>• This system supports a consistent, needs-focused approach to teaching and curriculum adaptation.</li> <li>• Staff are developing strategies to support students' executive functioning skills through personalised targets in Pastoral Support Plans.</li> <li>• Faculties have developed subject-specific strategies to address barriers to learning, for example focusing on working memory, task initiation, planning and organisation.</li> <li>• Leaders are continuing to refine the SEND database so that it becomes a centralised resource for staff to access information about students' needs.</li> </ul> |  |

| Strengths   | Next Steps  |
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| <ul style="list-style-type: none"> <li>• <b>Leaders have established a coherent and ambitious curriculum framework</b> built around Core Learning, Wider Learning and Personal Development, ensuring academic learning and personal development are closely integrated.</li> <li>• <b>Curriculum design is regularly reviewed and refined</b>, with middle leaders developing clear learning pathways that identify knowledge gaps and set aspirational outcomes for all students.</li> <li>• <b>Teaching is responsive to students' starting points</b>, with lessons carefully scaffolded and adapted to address gaps in knowledge, remove barriers to learning and support engagement.</li> <li>• <b>Staff benefit from a strong professional development programme</b>, which promotes consistent high-quality teaching including SEND, literacy and trauma-informed practice.</li> <li>• <b>Leaders prioritise literacy and numeracy development</b>, using robust assessment, targeted interventions and consistent vocabulary and reading strategies to help students achieve outcomes comparable with their peers.</li> </ul> | <ul style="list-style-type: none"> <li>• Embed greater consistency and clarity in executive functioning targets within Pastoral Support Plans.</li> <li>• Fully implement the 'Passport for Life' curriculum across the school.</li> <li>• Extend trauma-informed strategies across all phases and classrooms.</li> <li>• Finalise the development of the SEND database as a centralised support tool and training to equip staff with updated knowledge on how to make full use of it.</li> <li>• Continue to strengthen literacy and numeracy strategies through middle leadership and faculty practice.</li> </ul> |

## Achievement

| Standard   | Evidence  | RAG Rating |
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| <p>On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce.</p> | <p>The 2025 examination outcomes at Voyage Learning Campus demonstrate that students are increasingly prepared for their next stage of education, training or employment. Students achieved a broad and diverse range of qualifications, reflecting the school's commitment to inclusive and personalised curriculum pathways.</p> <p>Students gained qualifications across a range of academic and vocational areas, including:</p> <ul style="list-style-type: none"> <li>• GCSEs</li> <li>• Entry Level Certificates</li> <li>• Functional Skills (Levels 1 and 2)</li> <li>• BTEC Level 1 and 2 Awards in Home Cooking Skills</li> <li>• ABC Awards in Motor Vehicle Studies</li> <li>• Unit Award Scheme accreditations.</li> </ul> <p>The increasing range of qualifications reflects the school's focus on developing both academic knowledge and practical skills that support future pathways.</p> <p>Vocational qualifications continue to play an important role in engaging learners, particularly those who may find traditional academic pathways more challenging. In 2025:</p> <ul style="list-style-type: none"> <li>• <b>Home Cooking Skills (BTEC):</b> <ul style="list-style-type: none"> <li>○ 8 Year 10 students achieved Level 2</li> <li>○ 5 Year 11 students achieved Level 2</li> </ul> </li> <li>• <b>Motor Vehicle Studies (ABC Award):</b> <ul style="list-style-type: none"> <li>○ 9 students achieved Level 1</li> <li>○ 5 students achieved Level 2</li> </ul> </li> </ul> <p>These courses enable students to gain practical skills, confidence and recognised qualifications that support their future aspirations.</p> <p>The Unit Award Scheme continues to be used effectively to build confidence and engagement, particularly for students in Years 8–11. Leaders are exploring ways to further use these awards to support engagement in core subjects such as English and mathematics and to support progression to higher-level qualifications.</p> <p>Leaders have also begun developing the <b>VLC Life Skills Passport</b>, an internally developed portfolio that recognises personal development and independent living skills. This programme will support students to develop the knowledge and life skills needed to succeed beyond school.</p> |            |

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| <p>Pupils develop the foundational knowledge and skills they need, including language and communication skills. 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 and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly.</p> | <p>Leaders prioritise the development of foundational literacy and numeracy skills across the school.</p> <p>Students who join VLC often arrive with significant gaps in their learning. These are identified quickly through baseline assessments and addressed through targeted interventions and personalised support.</p> <p>Within the primary phase, strong progress in foundational skills is evident. For example:</p> <ul style="list-style-type: none"> <li>• Two of the three students receiving phonics intervention in Year 3 successfully completed the Unlocking Letters and Sounds programme and secured their phonics knowledge by the end of the academic year.</li> <li>• The third student made good progress in phonics and reading, and detailed transition information was shared with their receiving school to ensure continuity of support.</li> </ul> <p>Individual student progress demonstrates the impact of these interventions. For example:</p> <ul style="list-style-type: none"> <li>• A Year 5 student made exceptional progress in reading, achieving five years of progress in reading accuracy and over three years of progress in reading comprehension during their time at VLC.</li> <li>• A Year 3 student made significant progress in reading and writing over one academic year, achieving over three years of progress in reading accuracy and substantial gains in spelling and comprehension.</li> </ul> <p>Leaders monitor progress through regular pupil progress reviews, ensuring that gaps in knowledge are addressed and appropriate next steps are identified.</p> |    |
| <p>On the whole, pupils achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils.</p>  | <p>Examination outcomes in 2025 show a continued positive trajectory in student achievement.</p> <p>Key improvements include:</p> <ul style="list-style-type: none"> <li>• An increase in the number of students achieving <b>five or more GCSEs at grades 9–1</b> compared with previous years.</li> <li>• A significant increase in the number of students accessing GCSE subjects such as <b>Biology and Citizenship</b>, narrowing the gap in examination experience between VLC students and their mainstream peers.</li> </ul> <p>Subject outcomes include:</p> <p><b>Citizenship GCSE</b></p> <ul style="list-style-type: none"> <li>• 50% of students achieved grades 9–4.</li> <li>• Although this represents a slight percentage decrease from 2024, the number of entries more than doubled (from 7 to 16), meaning more students achieved a strong pass overall.</li> </ul>  |  |

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|   | <p><b>Art GCSE</b></p> <ul style="list-style-type: none"> <li>• Entries increased from 10 in 2024 to 25 in 2025.</li> <li>• 64% of students achieved grades 9–4, representing a 4% improvement on the previous year.</li> </ul> <p><b>Biology GCSE</b></p> <ul style="list-style-type: none"> <li>• Entries increased significantly from 12 in 2024 to 29 in 2025.</li> <li>• 100% of students achieved a pass (grades 9–1).</li> </ul> <p>Exam Access Arrangements ensured that all students were able to access examinations appropriately. All <b>38 eligible students</b> received appropriate adjustments, which significantly improved accessibility and confidence in examinations.</p> <p>These arrangements were coordinated by the SENDCo, Data Manager and in-house Exam Assessor, providing a familiar and supportive structure for students.</p>  |  |
| <p>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. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.</p> | <p>The majority of students at VLC have SEND and many have experienced disrupted education prior to joining the school. Despite these challenges, students generally make good progress from their starting points.</p> <p>Progress is monitored through robust assessment and review processes, enabling staff to identify barriers quickly and implement appropriate support.</p> <p>Within the primary phase:</p> <ul style="list-style-type: none"> <li>• All students made strong progress in their social and emotional development through the Thrive approach.</li> <li>• Students who transitioned from the phase were assessed as working at the appropriate developmental stage for their age, demonstrating that they no longer required targeted Thrive SEMH intervention.</li> </ul> <p>The school also works proactively to prevent exclusions and support successful transitions.</p> <p>During the academic year:</p> <ul style="list-style-type: none"> <li>• <b>48 students across 28 schools</b> were supported through the VLC Primary Exclusion (PEX) prevention outreach programme. The secondary outreach has been developed over the last 18 months and has had positive impact in the 5 Secondary mainstream schools we have worked with.</li> <li>• There was only <b>one primary permanent exclusion in North Somerset</b>, involving a student who had not accessed VLC outreach support.</li> <li>• <b>In primary VLC ,Two students transitioned to specialist provision and seven students successfully reintegrated into mainstream schools</b>, supported by enhanced transition programmes.</li> </ul> |  |

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|  | <ul style="list-style-type: none"> <li>• Within the Secondary PRU, three students have successfully transitioned to specialist provision. Eight students are currently in the process of transitioning back to mainstream education, with a further five students being supported towards reintegration.</li> </ul> <p>These outcomes demonstrate the impact of the school's personalised support and transition planning in enabling students to progress to the next stage of their education.</p> |  |
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| Strengths  | Next Steps   |
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| <ul style="list-style-type: none"> <li>• <b>Students achieve a broad range of academic and vocational qualifications</b>, reflecting leaders' commitment to inclusive and personalised pathways that prepare students effectively for education, training and employment.</li> <li>• <b>Vocational learning plays a strong role in engaging students and developing practical skills</b>, with increasing numbers achieving recognised qualifications in areas such as Home Cooking Skills and Motor Vehicle Studies.</li> <li>• <b>Outcomes in external examinations show a positive trajectory</b>, with more students achieving five or more GCSEs and increasing participation in subjects such as Biology, Citizenship and Art.</li> <li>• <b>Leaders prioritise literacy and numeracy development from students' starting points</b>, with targeted interventions leading to significant improvements in reading and foundational skills, particularly within the primary phase.</li> <li>• <b>Strong pastoral and transition support enables students to make good progress from often disrupted starting points</b>, including successful reintegration into mainstream settings, effective use of exam access arrangements and positive post-school progression pathways</li> </ul> | <p>Leaders have identified several priorities to further strengthen outcomes for students:</p> <ul style="list-style-type: none"> <li>• Improve communication with parents regarding exam access arrangements, examination expectations and qualification pathways.</li> <li>• Strengthen the use of baseline assessment data to guide curriculum planning and examination entry decisions.</li> <li>• Continue refining curriculum pathways to ensure strong integration between academic and vocational routes.</li> <li>• Further embed the <b>Passport for Life</b> curriculum to strengthen life skills and personal development.</li> <li>• Expand and enhance vocational pathways and internal accreditation opportunities to strengthen personalised learning journeys, ensuring students gain recognised qualifications, practical skills, and confidence that directly support successful progression into Post-16 education, training, or employment. Ensure mock examinations, baseline tracking and parental communication remain strong priorities.</li> </ul> |

## Attendance and behaviour

| Standard   | Evidence  | RAG Rating |            |         |       |  |
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| <p>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</p> | <p>Leaders maintain a clear and accurate understanding of attendance, behaviour and engagement across the school. Attendance data is analysed carefully by phase and provision to identify patterns, emerging concerns and areas for targeted intervention.</p> <p>Attendance across the school reflects the complexity of the student cohort, many of whom have experienced disrupted education, social, emotional and mental health needs, or medical conditions. Attendance in the medical tuition provision significantly affects the overall school figure due to the highly differentiated and reduced timetables required by many of these students.</p> <p>Despite these challenges, leaders have implemented a number of strategies to improve attendance and engagement, including:</p> <ul style="list-style-type: none"> <li>• Developing online learning provision to maintain engagement for students unable to attend school regularly.</li> <li>• Employing two personalised learning teachers to work directly with students who find it particularly difficult to attend school.</li> <li>• Restructuring the school week to reintroduce Wednesday afternoon learning opportunities, replacing previous staff development time with enrichment activities for students.</li> </ul> <p>Early evidence indicates that these enrichment opportunities are increasing engagement and attendance.</p> <p>Attendance data for 2024–25 demonstrates variation across phases:</p> <table border="0" style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: center;">Phase</th> <th style="text-align: center;">Attendance</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Phase 1</td> <td style="text-align: center;">91.3%</td> </tr> </tbody> </table> | Phase      | Attendance | Phase 1 | 91.3% |  |
| Phase  | Attendance  |            |            |         |       |  |
| Phase 1  | 91.3%   |            |            |         |       |  |

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|   | <p>Phase 2 55.8%</p> <p>Phase 3 38.9%</p> <p>National PRU average (2023–24) 59.2%</p> <p>Attendance in the primary phase is particularly strong and reflects a significant improvement compared with students' attendance at their previous schools, where the average was approximately 70%.</p>  |  |
| <p>Leaders establish high expectations for all pupils about behaviour, built on positive relationships, and on rules and routines that staff and pupils generally understand.</p> | <p>The school's Relationships and Behaviour Policy promotes a trauma-informed and relational approach to behaviour. Leaders recognise that many students have experienced significant adversity prior to joining VLC and ensure that behaviour expectations are supported by consistent pastoral care.</p> <p>Students are supported through personalised <b>Pupil Passports</b>, which outline individual strategies to support emotional regulation, engagement and positive behaviour. These passports help staff understand each student's background and support needs, enabling staff to respond appropriately in challenging situations.</p> <p>By embedding a relational approach, staff create a safe and supportive environment in which students feel understood and able to re-engage with learning.</p> |  |
| <p>Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.</p>  | <p>Staff are supported to model positive relationships and behaviour consistently. Through trauma-informed practice and restorative approaches, staff help students develop the skills needed to manage their emotions and behaviour more effectively.</p> <p>Students are encouraged to reflect on their actions and repair relationships where difficulties arise. This approach supports the development of accountability and personal growth while maintaining a nurturing and supportive learning environment.</p> <p>Weekly celebration activities and recognition of achievements reinforce positive behaviour and engagement across the school.</p>   |  |
| <p>Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.</p>                                       | <p>Leaders aim to avoid suspensions wherever possible. However, there are occasions when suspensions are used to ensure the safety and wellbeing of the school community.</p> <p>When suspensions occur, they are used proportionately and followed by structured restorative processes. Students participate in restorative activities designed to:</p> <ul style="list-style-type: none"> <li>• encourage reflection</li> <li>• promote accountability</li> <li>• support positive reintegration into school.</li> </ul>   |  |

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|  | <p>Staff are continuing to develop their restorative practice through training and professional development.</p> <p>Suspension data shows variation across the year, but overall reflects a reduction compared with previous years.</p>  |  |
| <p>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.</p>                            | <p>Leaders take a proactive approach to managing behaviour and ensuring students feel safe within the school environment. Staff respond quickly to incidents and support students to repair relationships where conflict occurs.</p> <p>The relational and trauma-informed approach helps prevent escalation and encourages students to take responsibility for their actions.</p>   |  |
| <p>Pupils generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.</p>   | <p>Students generally demonstrate positive attitudes towards learning and engagement improves significantly once students settle into the school community.</p> <p>Celebration events and recognition of achievements help to build students' confidence and motivation. Leaders have placed particular emphasis on developing intrinsic motivation, particularly for students who have previously experienced significant disengagement from education.</p> <p>In Phase 2, where engagement had previously been lower, staff report improved participation in lessons and increased pride in students' achievements.</p>  |  |
| <p>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.</p> | <p>Attendance is closely monitored through the school's <b>Improving Attendance Plan</b>, which forms a key strand of the School Development Plan.</p> <p>Leaders work closely with families and external partners to address attendance barriers. Strategies include:</p> <ul style="list-style-type: none"> <li>• regular communication with parents and carers</li> <li>• early intervention where attendance concerns arise</li> <li>• support from the Education Welfare Officer</li> <li>• collaboration with agencies across North Somerset.</li> </ul> <p>The return of the Family Liaison Officer has strengthened communication with families and supports early identification of emerging attendance concerns.</p> |  |

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| <p>Overall attendance is broadly in line with national averages or shows an improving trend over time.</p>   | <p>Attendance in the secondary provision has shown a positive improvement compared with the previous academic year.</p> <ul style="list-style-type: none"> <li>Secondary attendance increased from <b>51% to 56%</b>, reflecting improved engagement with students who previously found it difficult to attend school.</li> </ul> <p>Leaders recognise that attendance remains affected by the complex needs of the student cohort and continue to implement strategies to improve engagement and remove barriers.</p>                                    |  |
| <p>Attendance is improving, including the attendance of pupils who are persistently or severely absent and individuals or groups that leaders have focused on.</p>   | <p>Targeted strategies are beginning to have a positive impact on attendance.</p> <p>The development of online learning provision and personalised learning support has helped maintain engagement with students who struggle to attend school consistently.</p> <p>The introduction of Wednesday afternoon enrichment opportunities is also supporting improved engagement and motivation.</p>   |  |
| <p>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 well-being, such as young carers. Any interventions are timely, well chosen and targeted</p> | <p>Leaders ensure that attendance and behaviour strategies are responsive to the needs of the student cohort.</p> <p>Support includes:</p> <ul style="list-style-type: none"> <li>personalised timetables where appropriate</li> <li>online learning provision</li> <li>personalised support from specialist teachers</li> <li>close working with families and external agencies.</li> </ul> <p>This flexible and supportive approach ensures that students facing complex barriers remain engaged with education and are supported to make progress.</p> |  |

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| <b>Strengths</b> | <b>Next Steps</b> |
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| <ul style="list-style-type: none"> <li>• <b>Leaders maintain a clear and accurate understanding of attendance, behaviour and engagement</b>, using detailed analysis to identify patterns and implement targeted strategies to improve participation.</li> <li>• <b>A trauma-informed and relational approach to behaviour creates a safe and supportive environment</b>, enabling students who have previously experienced adversity to re-engage with learning and develop positive relationships.</li> <li>• <b>Personalised strategies such as Pupil Passports, restorative practice and targeted pastoral support help students develop emotional regulation and accountability</b>, leading to improved behaviour and engagement over time.</li> <li>• <b>Leaders work proactively with families and external agencies to address barriers to attendance</b>, with strengthened communication through the Family Liaison Officer and a structured Improving Attendance Plan.</li> <li>• <b>Targeted engagement strategies are beginning to improve attendance and participation</b>, including personalised learning support, online provision and enrichment opportunities that motivate students to attend and engage with school.</li> </ul> | <p>Leaders have identified several priorities to further strengthen behaviour, engagement and attendance:</p> <ul style="list-style-type: none"> <li>• Further develop restorative approaches to ensure consistent implementation across the school.</li> <li>• Continue to expand enrichment opportunities to strengthen students' motivation and pride in their achievements.</li> <li>• Develop additional opportunities to strengthen parental engagement and partnership working.</li> <li>• Further strengthen attendance and engagement by expanding and refining targeted strategies, including personalised learning support, online provision, and enrichment opportunities, to ensure all students, particularly those with complex barriers, are consistently motivated to attend and fully participate in school life.</li> </ul> |
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## Personal development and Wellbeing

| Standard  | Evidence   | RAG Rating |
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| <p>A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to pupils and enables them to develop spiritually, morally, socially and culturally.</p> | <p>Personal development is a central element of the curriculum at Voyage Learning Campus and forms one of the three core strands of the school's curriculum model. It is embedded across all aspects of school life, ensuring that students develop the knowledge, skills and confidence needed to thrive both academically and personally.</p> <p>This approach has been externally recognised. In its 2022 inspection, Ofsted reported that <i>"pupils' wider development runs through every aspect of school life."</i></p> <p>The school promotes students' personal development through a combination of curriculum teaching, enrichment opportunities and therapeutic support. This includes:</p> <ul style="list-style-type: none"> <li>• structured PSHE and Citizenship programmes</li> <li>• tutor time activities</li> <li>• enrichment opportunities</li> <li>• visits and workshops from external providers</li> <li>• opportunities for student voice and leadership.</li> </ul> |            |

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|  | <p>These experiences support students to develop social awareness, resilience, confidence and a stronger sense of identity.</p>  |  |
| <p>The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops pupils' knowledge.</p>                            | <p>Relationships, Health and Sex Education (RHSE) forms an integral part of the school's PSHE programme.</p> <p>Students develop their understanding of key themes including:</p> <ul style="list-style-type: none"> <li>• healthy relationships</li> <li>• personal safety</li> <li>• emotional wellbeing</li> <li>• consent and respect</li> <li>• physical and mental health.</li> </ul> <p>Mental health and emotional wellbeing are prioritised within the curriculum. Many staff are trained in Mental Health First Aid and provide additional support to students when needed.</p> <p>The school works collaboratively with a number of external organisations to enhance the personal development curriculum, including:</p> <ul style="list-style-type: none"> <li>• the local School Nursing Team</li> <li>• mental health services</li> <li>• community organisations that provide specialist advice and support.</li> </ul> <p>In addition, bespoke PSHE lessons and enrichment activities help students develop strategies for managing stress, anxiety and other challenges they may face.</p> |  |
| <p>Pupils develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.</p> | <p>The curriculum promotes understanding of equality, diversity and inclusion. Through PSHE, Citizenship and wider school activities, students explore themes such as:</p> <ul style="list-style-type: none"> <li>• democracy and the rule of law</li> <li>• respect and tolerance</li> <li>• diversity and equality</li> <li>• rights and responsibilities.</li> </ul> <p>Students also take part in activities that celebrate cultural diversity, including the recognition of religious festivals and events such as Black History Month.</p>   |  |

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|  | <p>The school has strengthened its commitment to equality and inclusion through its updated Equality, Diversity and Inclusion (EDI) policy. Staff have received training to help them challenge discriminatory language and behaviour effectively and support respectful relationships across the school community.</p> <p>Further professional development is planned to strengthen this work and ensure that staff are confident in managing sensitive discussions with students.</p>   |  |
| <p>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</p>    | <p>Leaders recognise the importance of providing students with opportunities that extend beyond the academic curriculum.</p> <p>Students take part in a range of enrichment activities designed to support their interests, creativity and confidence. Recent changes to the school timetable have enabled the development of additional enrichment opportunities, particularly during Wednesday afternoon sessions.</p> <p>Students are also encouraged to reflect on their behaviour, relationships and the wider school environment through the school's termly theme, which promotes reflection and personal responsibility.</p> <p>Opportunities for student leadership and participation include:</p> <ul style="list-style-type: none"> <li>• student council involvement</li> <li>• contributing to staff recruitment processes</li> <li>• engaging with members of the Management Committee and local representatives.</li> </ul> <p>These experiences help students feel valued and develop confidence in expressing their views.</p> |  |
| <p>The school's careers education, where relevant, prepares pupils for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.</p> | <p>Preparing students for their next stage of education, training or employment is a key priority.</p> <p>The school provides personalised careers advice and guidance, supporting students with:</p> <ul style="list-style-type: none"> <li>• college visits</li> <li>• post-16 applications</li> <li>• transition planning</li> <li>• work experience opportunities.</li> </ul> <p>Many Key Stage 4 students participate in work experience placements that help them develop practical workplace skills and build confidence.</p>  |  |

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|  | <p>The school benchmarks its careers provision against the Gatsby Benchmarks and currently meets all benchmarks except Benchmark 3, due to limitations in tracking post-16 destinations beyond three years.</p> <p>The careers programme continues to develop through engagement with the Careers Hub and ongoing collaboration with external partners.</p> <p>Recent improvements in outcomes and destinations reflect the impact of this work. In 2025, <b>88.5% of the cohort had clear post-16 plans</b>, demonstrating improved preparation for future pathways.</p>   |  |
| <p>Effective pastoral support meets pupils' needs. They are confident in accessing it when they need it.</p>   | <p>Pastoral care is a recognised strength of the school and plays a significant role in supporting students' wellbeing and engagement.</p> <p>Students are supported by key tutors or class teachers who develop strong relationships with both students and their families. These relationships ensure that students feel safe, supported and understood.</p> <p>Ofsted recognised this strength, noting that <i>"pupils know that staff are invested in them and interested in what is important to them."</i></p> <p>The school also works closely with external agencies to provide coordinated support for students and families where needed. Multi-agency collaboration enables staff to respond effectively to complex needs.</p> <p>The school's approach to emotional wellbeing is supported through its continued recognition as a <b>Thrive Ambassador School</b>, reflecting its commitment to therapeutic and trauma-informed practice.</p> |  |
| <p>The personal development programme is an entitlement for every pupil. Leaders track participation. They take steps to ensure that 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 well-being, for example young carers, can participate appropriately. Reasonable adjustments or</p> | <p>Leaders ensure that all students have access to the school's personal development programme.</p> <p>Participation in activities is monitored and adapted where necessary to ensure that students with additional needs can access opportunities successfully.</p> <p>Many students at VLC have experienced barriers to participation in mainstream settings. As a result, leaders ensure that activities are flexible and responsive to individual needs, enabling students to engage fully in both curriculum and enrichment opportunities</p>  |  |

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| adaptations are made for them. |  |  |
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| Strengths  | Next Steps   |
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| <ul style="list-style-type: none"> <li>• <b>Personal development is fully embedded within the curriculum and wider school life</b>, ensuring students develop the confidence, resilience and social awareness needed to succeed both academically and personally.</li> <li>• <b>A well-structured PSHE and RHSE programme strengthens students' understanding of relationships, wellbeing and personal safety</b>, supported by trained staff and partnerships with external health and community services.</li> <li>• <b>The curriculum actively promotes equality, diversity and inclusion</b>, enabling students to develop respect, tolerance and an understanding of democratic values and their rights and responsibilities.</li> <li>• <b>A wide range of enrichment opportunities and student leadership roles help build confidence and participation</b>, giving students opportunities to express their views and contribute to the school community.</li> <li>• <b>Strong pastoral care and multi-agency support enable students to feel safe, supported and ready to learn</b>, helping them overcome barriers and prepare successfully for their next stage of education, training or employment.</li> </ul> | <p>Leaders have identified the following priorities to further strengthen personal development:</p> <ul style="list-style-type: none"> <li>• Continue to expand enrichment opportunities across the school.</li> <li>• Develop additional post-16 taster sessions to support students' transition planning.</li> <li>• Expand the work experience offer to ensure that all Key Stage 4 students access regular and meaningful work experience opportunities.</li> <li>• <b>Further develop students' understanding of equality, diversity and inclusion (EDI) locally and globally</b>, by embedding context-specific learning across the curriculum, enrichment opportunities, and community engagement.</li> </ul> |

### Leadership and governance

| Standard  | Evidence  | RAG Rating |
|---|---|------------|
| <p>Leaders understand the school's context, strengths and areas for development. They 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. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.</p> | <p>In 2025, the school's leadership structure was refreshed with the formation of a new Senior Leadership Team consisting of:</p> <ul style="list-style-type: none"> <li>• Principal</li> <li>• Vice Principal (also Head of Secondary PRU) – appointed April 2025</li> <li>• Business Manager</li> <li>• SENDCo – appointed September 2025</li> <li>• Head of Primary</li> <li>• Head of Medical Provision – appointed September 2025</li> </ul> <p>Although this leadership structure is relatively new, leaders have already made strong progress in reviewing and refining systems and processes to strengthen provision across all phases of the school.</p> |            |

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|  | <p>Leaders demonstrate a secure understanding of the school’s context, including the complexity of the cohort and the barriers many students face prior to joining the provision. This understanding informs the school’s strategic priorities and improvement planning.</p> <p>Self-evaluation is robust and evidence-based. Leaders draw on a wide range of information to evaluate the effectiveness of provision, including:</p> <ul style="list-style-type: none"> <li>• teaching and learning quality assurance</li> <li>• student outcomes and progress</li> <li>• attendance patterns</li> <li>• safeguarding information</li> <li>• staff, student and parent voice.</li> </ul> <p>This information informs the School Development Plan, which is regularly reviewed and adapted to ensure that it remains responsive to emerging priorities and aligned with the school’s long-term strategic vision.</p> <p>External evaluation supports this view. Previous inspection findings recognised that leaders have <b>“clear ambition for all pupils”</b> and are <b>“determined to provide students with a positive experience of education.”</b></p> |  |
| <p>Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders’ and staff well-being and workload.</p> | <p>The Management Committee provides effective oversight and strategic direction. Governors have a secure understanding of the school’s context, including the complex needs of the pupils and the challenges associated with alternative provision.</p> <p>Governors engage actively with the work of the school and regularly participate in training to strengthen their effectiveness.</p> <p>Meeting records and committee minutes demonstrate:</p> <ul style="list-style-type: none"> <li>• effective strategic challenge</li> <li>• probing questions from governors</li> <li>• careful scrutiny of key decisions and school performance.</li> </ul> <p>Governors provide particularly strong oversight in key areas including safeguarding, curriculum and finance.</p> <p>A Local Authority audit highlighted the strength of governance, noting that meeting minutes demonstrate <b>“robust challenge”</b> and that the governance structure provides <b>“clarity of vision, ethos and strategic direction.”</b> This view was also supported during the school’s most recent Ofsted inspection.</p>   |  |

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| <p>Leaders are role models of high expectations and professionalism. Staff have high expectations of what pupils can achieve.</p>   | <p>Leaders promote a culture of high expectations and professional integrity across the school. Staff share a strong commitment to ensuring that all students, regardless of their starting points, are supported to achieve their potential.</p> <p>The school's mission to enable students to achieve more than they believe is possible underpins this culture and informs decision-making at all levels.</p> <p>Leaders model professional behaviours and promote a collaborative culture in which staff work together to support students' academic progress and personal development.</p>  |  |
| <p>Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school.</p>  | <p>Leaders actively encourage staff participation in decision-making and school improvement work.</p> <p>Staff have regular opportunities to contribute to the strategic direction of the school through:</p> <ul style="list-style-type: none"> <li>• staff meetings and briefings</li> <li>• participation in working groups linked to school priorities</li> <li>• staff voice surveys.</li> </ul> <p>Feedback indicates that staff feel listened to and valued. One member of staff commented that <b>“expectations for all are clear and realistic, underpinned by a genuine feeling of care.”</b></p> <p>Leaders also maintain open and constructive relationships with the Management Committee, ensuring that governors are well informed and able to contribute effectively to strategic discussions.</p> |  |
| <p>The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and 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</p> | <p>Professional development is carefully planned and aligned with the School Development Plan and school priorities.</p> <p>The CPD programme includes both internal and external opportunities designed to develop staff expertise in key areas such as:</p> <ul style="list-style-type: none"> <li>• teaching and learning strategies</li> <li>• trauma-informed practice</li> <li>• SEND provision</li> <li>• safeguarding and pastoral support.</li> </ul> <p>Engagement with professional development is high across the school. Staff feedback indicates that <b>94% of staff believe the CPD programme is relevant and supports their professional development.</b></p>   |  |

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|   | <p>Leaders ensure that training opportunities include time for reflection and application so that learning can be embedded in practice.</p>  |  |
| <p>Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.</p>                     | <p>Leaders recognise the importance of staff wellbeing and take steps to ensure that workload expectations remain manageable.</p> <p>Staff surveys indicate that the majority of staff feel supported and able to manage their workload effectively. Communication from leaders is clear and regular, which is particularly important given the complexity of coordinating staff across multiple phases and three sites.</p> <p>Staff retention remains strong, with low turnover reflecting the supportive and collaborative culture within the school.</p> <p>Leaders maintain clear policies and procedures that ensure staff are protected from bullying, discrimination, harassment or victimisation.</p>   |  |
| <p>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.</p> | <p>Leaders place a strong emphasis on building positive relationships with parents and carers.</p> <p>Initial meetings with families focus on listening carefully to concerns and establishing trust. Leaders recognise that some families may find it challenging when their child moves to alternative provision, and they work sensitively to support parents in understanding the opportunities available at VLC.</p> <p>Communication with parents is open, honest and supportive, while also maintaining appropriate challenge when necessary in the best interests of the child.</p> <p>Parent feedback reflects the impact of this approach. One parent commented:</p> <p>“Since becoming part of Voyage Learning Campus, my child has gained confidence and skills to excel in all areas of life.”</p> <p>Another parent noted that their child had become <b>“much calmer at home since joining VLC.”</b></p> <p>These views reflect the wider perception that VLC provides a supportive and nurturing environment where students can grow both academically and personally.</p> |  |
| <p>Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.</p>   | <p>The school has developed strong partnerships with a range of local agencies and organisations to support students and their families.</p> <p>These include close working relationships with:</p>  |  |

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|  | <ul style="list-style-type: none"> <li>• North Somerset Safeguarding Team</li> <li>• social care and family wellbeing services</li> <li>• Child and Adolescent Mental Health Services (CAMHS)</li> <li>• the North Somerset Inclusion Team</li> <li>• the North Somerset SEND team</li> <li>• the police and Violence Reduction Unit</li> <li>• mainstream schools across North Somerset</li> <li>• specialist SEND schools.</li> </ul> <p>These partnerships enable leaders to respond effectively to complex needs and ensure that students receive coordinated support.</p> <p>The Principal also contributes strategically at a local authority level through membership of several boards, including:</p> <ul style="list-style-type: none"> <li>• the Education Excellence Partnership Board</li> <li>• the Multi-Agency Child Safety Panel</li> <li>• the Strategic Schools Forum representing both mainstream schools and alternative provision within North Somerset.</li> <li>• The North Somerset Joint Targeted Area Inspection (multi-agency response to children and their families)</li> </ul> |  |
| <p>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 well-being</p> | <p>Leaders ensure that all decisions are guided by the needs and best interests of pupils.</p> <p>This includes a strong focus on supporting vulnerable groups, including:</p> <ul style="list-style-type: none"> <li>• disadvantaged pupils</li> <li>• pupils with SEND</li> <li>• pupils known to children’s social care</li> <li>• pupils facing additional barriers to education or wellbeing.</li> </ul> <p>Leaders work collaboratively with external agencies and families to ensure that these students receive appropriate support and opportunities to succeed.</p> <p>Through this approach, the school seeks to ensure that all students feel safe, supported and able to make progress from their individual starting points.</p>  |  |

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| <b>Strengths</b> | <b>Next Steps</b> |
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- **Leaders demonstrate a clear strategic vision and strong understanding of the school's context**, using self-evaluation and a wide range of evidence to drive school improvement and refine systems across all phases.
- **Governance provides effective strategic oversight and challenge**, with Management Committee demonstrating a strong understanding of the school's work and providing robust scrutiny in key areas such as safeguarding, curriculum and finance.
- **A positive and collaborative staff culture supports school improvement**, with leaders encouraging staff voice and participation in decision-making, helping to strengthen collective ownership of priorities.
- **Professional development is well planned and closely aligned with school priorities**, enabling staff to strengthen expertise in areas such as SEND, trauma-informed practice and high-quality teaching.
- **Leaders build strong partnerships with families and external agencies**, ensuring coordinated support for pupils with complex needs and enabling students to feel safe, supported and able to make progress.

**Strengthen strategic evaluation of whole-school impact**

Further refine the use of self-evaluation processes to ensure that the impact of key strategies—particularly those related to attendance, curriculum pathways and personal development—is consistently evaluated and communicated across the school.

**Develop leadership capacity at all levels**

Continue to develop middle leadership capacity to ensure that leaders across all phases and faculties contribute consistently to school improvement, curriculum development and quality assurance.

**Further strengthen parental engagement**

Develop additional opportunities for structured parental engagement to ensure families are fully informed about curriculum pathways, assessment processes and post-16 progression routes.

**Enhance partnership work to improve student outcomes**

Continue to build and strengthen collaborative partnerships with external agencies, mainstream schools and specialist providers to further support student engagement, attendance and successful reintegration or transition to appropriate next steps.

**Continue to monitor staff workload and wellbeing**

Ensure that systems to monitor staff workload and wellbeing remain effective as school improvement priorities develop, maintaining the positive culture of support and professional trust across the school.