

Mission and Vision

The Voyage Learning Campous is an alternative provision Pupil Referral Unit supporting students who:

- Have been permanently excluded from school *OR*
- Have medical problems and cannot access a mainstream school

Our mission is to enable all of our young people to achieve more than they believe is possible and to develop the skills needed to have choices to lead active, fulfilling lives

We provide a safe, nurturing, holistic learning environment to support students to thrive personally and academically



We will be a centre of excellence and expertise for ACE/Trauma informed approaches to supporting children and young people

We will work in partnership with children, families and mainstream schools to provide advice, early intervention and high rates of successful integration into new provision

We will work proactively with external agencies to provide targeted support for children and families to keep children safe, mentally healthy and positive about their future

We will offer a wide range of alternative curriculum opportunities for students through collaboration with schools, colleges and employers and creative use of IT/online learning platforms

We will provide an innovative, collaborative professional development programme that attracts and retains the highest quality staff to work in our school

School Development Priorities 2019-21

Priorities are taken from the VLC SEF, completed in September 2019; this was informed by staff voice, alongside other key performance indicators.

Area	Priority foci for improvement
Quality of Education	<ol style="list-style-type: none"> 1. Undertake a curriculum review to establish clear curriculum intent 2. Establish a shared vision of what good quality teaching and learning looks like across the VLC and a consistent quality assurance process
Behaviour and Attitudes	<ol style="list-style-type: none"> 1. Development of a new behaviour policy, informed by ACE and trauma informed approaches 2. Reduce incidences of unauthorised absences across the whole school
Personal Development	<ol style="list-style-type: none"> 1. Use the Gatsby Benchmarks to evaluate and develop the careers advice and guidance students receive across the school 2. Develop a Personal Development curriculum which meets statutory requirements and enables students to understand how to maintain a safe lifestyle, including how to support their own mental health and wellbeing
Leadership and Management	<ol style="list-style-type: none"> 1. Establish a clear vision for the future of the VLC which outlines its core purpose, underpinned by high expectations for all students 2. Develop a high quality CPD programme which focuses on developing staff knowledge and skills

Given the scale of work to be completed this is a 2 year SDP. This also reflects that adjacent to this School Development Plan is a deficit recovery plan, which seeks to secure the long term financial stability of the VLC through repayment of the deficit. This is being supported by the local authority

Action Planning

Section a) – Quality of Education	
Priorities	Key Tasks
1. Undertake a curriculum review to establish clear curriculum intent at each key stage	<ul style="list-style-type: none"> • Identification of key skills the school wants to develop with students across all age groups, with a progression framework and linked to 'exit criteria' • Produce whole school curriculum vision, including subjects on offer and delivery framework • Curriculum intent and progress framework produced for core subjects
2. Establish a shared vision of what good quality teaching and learning looks like across the VLC and a consistent quality assurance process	<ul style="list-style-type: none"> • Whole school CPD using Rosenshine and other EEF/Sutton Trust research to produce a VLC guide to effective teaching and learning • Working group to evaluate current QA processes, review models and trial new processes across the school
Success criteria: <ul style="list-style-type: none"> • Curriculum plan in place and staff talk confidently of our whole school curriculum intent • VLC teaching and learning guide developed – QA processes show that it is used effectively by teachers to deliver effective lessons which support students making progress in their learning 	
Resources needed to support plan: <ul style="list-style-type: none"> • Use of faculty meeting time – establish as curriculum development • CPD programme with focus on developing highly effective teaching and learning • Time for visits to other settings including PRUs and mainstream provision 	

Section b) – Behaviour and Attitudes	
Priorities	Key Tasks
1. Development of a new behaviour policy, informed by ACE and trauma informed approaches	<ul style="list-style-type: none"> • Trusted Relationships training for support staff to develop knowledge and understanding of their role in helping students to de-escalate and regulate behaviours • Introduce 'When the Adults Change' (Paul Dix) to staff to introduce different ideas of how to manage and respond to behaviour • Stakeholder voice undertaken • Evaluation of current behaviour trends across all sites to identify key presenting behaviours and evaluate differences across sites • Working group to review existing policy and implement changes
2. Reduce incidences of unauthorised absences across the whole school	<ul style="list-style-type: none"> • Review attendance policy and processes – earlier intervention when students miss a day of school • Trusted Relationships work (see above) – improve students' sense of belonging and engagement • Parental engagement opportunities and early help provision enhanced across the school • Increased alternative curriculum opportunities including WEX and online learning to improve student engagement and attendance
Success criteria: <ul style="list-style-type: none"> • New behaviour policy in place – decline in behaviour incidents across all sites • Reduction in rates of fixed term exclusions • Reduction in unauthorised absences and overall increase in attendance 	
Resources needed to support plan: <ul style="list-style-type: none"> • Trusted Relationships CPD – use of Neil Harris from local authority offer • WEX/WRL role to increase access to WEX opportunities • Time to develop online learning platform 	

Section c) – Personal Development	
Priorities	Key Tasks
1. Use the Gatsby Benchmarks to evaluate and develop the careers advice and guidance students receive across the school	<ul style="list-style-type: none"> • Evaluate current provision against the Gatsby Benchmarks • Work with local colleges to develop range of CEIAG opportunities for students to access • Enhance opportunities for WEX and WRL for all students through developing relationships with local employers and charities
2. Develop a Personal Development curriculum which meets statutory requirements and enables students to understand how to maintain a safe lifestyle, including how to support their own mental health and wellbeing	<ul style="list-style-type: none"> • Audit current SRE provision across the school and develop a curriculum plan based on the new statutory guidance • Work with school nursing team and other external agencies to enhance opportunities for students to access support around healthy lifestyles and mental wellbeing • Embed mental health and wellbeing opportunities into the curriculum through an enrichment offer including more PE/sport
Success criteria: <ul style="list-style-type: none"> • All Y11 students to have careers interview to help develop post 16 plans • No NEET at the end of Y11 • All students across the school have access to WRL • Compliant PSHE/SRE programme in place • Planned opportunities for students to access external advice and guidance for mental and physical health/wellbeing 	
Resources needed to support plan: <ul style="list-style-type: none"> • New Personal Development TLR postholder • Time to complete Gatsby audit • Online careers guidance e.g. Careerscope • Mental health and PSHE lesson plans/resources (e.g. Anna Freud, Jigsaw) 	

Section d) – Leadership and Management	
Priorities	Key Tasks
1. Establish a clear vision for the future of the VLC which outlines its core purpose, underpinned by high expectations for all students	<ul style="list-style-type: none"> • Stakeholder voice around vision for the future of the VLC (link to consultation) • Ongoing review of management committee agendas and yearly plan to ensure it is focused on the strategic direction of the school
2. Develop a high quality CPD programme which focuses on developing staff knowledge and skills	<ul style="list-style-type: none"> • Audit teachers’ knowledge and skills: self-evaluation to identify areas for development within CPD programme • Planned CPD programme around teaching and learning – use of best practice guidance • Opportunities for staff to visit other schools and settings to develop knowledge and understanding of broader educational environment • Review of appraisal policy and target setting to ensure that appraisals are developmental and meet the needs of the whole school priorities
Success criteria: <ul style="list-style-type: none"> • All stakeholders confidently talk about the school’s vision and purpose • Management Committee members are confident in knowing the school’s strengths and areas for development – minutes show effective challenge offered • Positive staff voice about CPD opportunities • Appraisals are consistent and coherent in supporting whole school priorities 	
Resources needed to support plan: <ul style="list-style-type: none"> • Training for management committee including chair of the committee • Time to visit other settings 	