



Voyage Learning Campus School Development Plan 2025-26

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

At the Voyage Learning Campus, 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 try to achieve this by providing a safe, nurturing, holistic learning environment to support students to thrive personally and academically.



VLC	2025-26 SDP Overview
Driving Question	How do we create an environment in which students working with the VLC can fulfil their potential?
Quality of Education: Great teaching, great curriculum	<i>RH/ LW</i> - Implementation of Curriculum and Learning Environment Enhancement Target: Ensure full implementation of a bespoke curriculum pathway that is accessible to all students, enabling them to fulfil their academic and personal potential
	RH/LW/ L Willetts- Embedding Quality First Teaching and Targeted Interventions Target: Fully embed Quality First Teaching (QFT) across the curriculum and ensure effective academic and therapeutic interventions are in place, so that barriers to learning are identified and removed for all learners.
	LW/CP /MY- Impact- Preparing Students for Life Beyond VLC Target: Support students to successfully transition to positive, sustainable post-VLC destinations by improving outcomes and ensuring they achieve the qualifications, skills, and personal development needed for further education, employment, or training.
Behaviour and Attitudes: Great culture, great growth- Ready, Respectful and safe	RH/TP-ATTENDANCE: Improving Attendance Target: Improve the school's social and emotional environment to reduce persistent absence (PA) and unauthorised absence (UA), ensuring all students are supported to attend and engage with their bespoke timetables.

	RH/JH Enhancing the Environment and Strategic Role of Alternative Provision Target: Enhance the physical, social, and curriculum environment for students accessing Alternative Provision , and establish a clear future model for the VLC that defines its strategic role in meeting the needs of children and young people across North Somerset, including those in PRU and Medical provision.
	RH/LW/CP/MY- Creating a Safe, Calm and Trauma-Informed Environment Target: Ensure leaders, staff, and students work together to create a calm, safe, and trauma-informed environment, where consistent expectations, routines, and relationships support emotional safety, regulation, and positive behaviour.
Personal Development: Great teaching, great culture	SLT/Middle leaders Ensuring Students Experience an Enriching Environment Target: Ensure that all students have access to high-quality enrichment opportunities that broaden their horizons, build cultural capital, and enhance their understanding of the world around them.
	DSL/DDSL/ Head of Personal Development- PSHE/RSE and CEIAG to Support Safety, Aspirations & Safeguarding Target: Develop and deliver a responsive PSHE, RSE, and CEIAG curriculum across all centres, ensuring students understand how to keep themselves safe, build healthy relationships, and raise their aspirations for life beyond school.
	RH- Creating an Environment that Promotes Professional Development Target: Develop a strong, staff-focused enrichment programme that fosters a culture of continuous professional development (CPD), reflection, and professional growth across all roles and settings.

Leadership and management: Great culture, great growth	RH- Developing an Environment of Accountability Through Enhanced Governance Target: Enhance the role of the Management Committee to strengthen accountability, support strategic development, and ensure effective oversight of the school's progress and priorities.
	DSL/DDSL- Strengthening Safeguarding Through External Partnerships and Parental Engagement Target: Enhance and strengthen links with external agencies and parents to ensure a safe environment that effectively safeguards young people both in school and in the wider community.

	2023-24	2024-25	2025-26	2026-27	2027-28
Driving Question	How do we promote student progress across our provision?	How do we support all students who work with VLC so they are successful in their transitions?	How do we create an environment for students who work with the VLC can fulfil their potential?	How do we support the progress of vulnerable students across North Somerset?	How do we ensure that vulnerable students across North Somerset achieve in line with their peers?