



Voyage Learning Campus School Development Plan 2026-27

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.

	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?

VLC	2026-27 SDP Overview
Driving Question	How do we support the progress of vulnerable students across North Somerset?
Focus Areas	Priorities
1	Consistently high-quality inclusive teaching and learning across all phases.
2	Improve attendance, behaviour, wellbeing and successful transitions for vulnerable learners.
3	Stronger leadership, accountability and quality assurance through clear roles, responsibilities and evidence-informed review.

Term 1 – Establish and Clarify (1 Sept – 18 Dec 2026)	Milestones	Publish revised role descriptions and Roles and responsibilities document. Complete baseline audits for curriculum, SEND, attendance, behaviour and progress. Train all staff in Quality First Teaching, adaptive teaching and restorative approaches. Publish revised T&L handbook Establish cross-phase and outreach data dashboard and intervention tracking system. Success criteria 100% staff receive updated role and accountability guidance. Baseline data is available for all three phases and outreach At least 90% of lessons sampled demonstrate agreed classroom routines and adaptive strategies. All EHCP and PSP records audited and updated.
	Success criteria	100% staff receive updated role and accountability guidance. Baseline data is available for all three phases. At least 90% of lessons sampled demonstrate agreed classroom routines and adaptive strategies. All EHCP and PSP records are audited and updated.
Term 2 – Implement and Review (4 Jan – 31 Mar 2027)	Milestones	Conduct joint learning walks , work scrutiny and PSP reviews carried by SLT and middle leaders. Review intervention impact for disadvantaged and SEND learners. Implement targeted attendance and behaviour plans for identified pupils. Strengthen careers, enrichment and reintegration pathways across KS3, KS4 and Medical Tuition.
	Success criteria	90% of identified interventions show measurable progress or engagement improvement. Persistent absence reduced by at least 10% from baseline. Repeat suspensions reduced by at least 20% from baseline. Middle leaders produce written impact reviews for each priority area.

Term 3 – Evaluate and Sustain (19 Apr – 1 Jul 2027)	Milestones	Complete end-of-year phase evaluations and gap analysis. Review effectiveness of SEND provision, Phase reintegration and transition arrangements and Outreach Identify sustainable practice and staffing development priorities for 2027–28. Present final SDP impact report to governors and management committee.
	Success criteria	Majority of pupils make expected or better progress from their baseline. Attendance improves in all three phases. Governors receive a fully evidenced impact report with next-step recommendations. Staff survey indicates improved clarity of leadership roles and working relationships.

Governance Monitoring Cycle

October 2026 – Baseline review and role-accountability check.

February 2027 – Mid-year progress and risk review.

May 2027 – Attendance, behaviour and SEND impact review.

July 2027 – Final SDP evaluation and approval of 2027–28 priorities.

Expected Organisational Impact by July 2027

Clearer leadership responsibilities and improved professional working relationships.

Consistent inclusive practice across Primary, KS3/KS4 and Medical Tuition.

Improved attendance, engagement and reintegration outcomes for vulnerable learners.

Stronger middle-leader ownership of improvement priorities.

A sustainable evidence-informed quality assurance model that supports governors in holding leaders to account.

Key Priority Area (KPA) 1 – Consistent High-Quality Adaptive and Inclusive Teaching and Learning

Intended Impact	All learners across Primary, KS3/4 and Medical Tuition experience consistently high-quality, research informed, adaptive and inclusive teaching that enables expected or better progress.
Inputs	CPD programme; EEF guidance; lesson observation framework; curriculum plans; assessment systems; intervention resources; leadership coaching

Lead Responsibility	Principal (strategic oversight)
Operational Leads	Head of Primary, SENCO, Vice Principal
Middle-Leader Contribution	Lead subject/phase coaching; moderate planning; conduct learning walks; support adaptive teaching

	Key Actions	Outputs	Short-term outcomes	Evidence	Success Criteria
Autumn 2026	Agree non-negotiables for teaching and learning- T&L handbook Train staff in research informed adaptive teaching and AfL Complete baseline teaching audit	- Teaching and learning handbook published 100% staff receive inclusive practice training(Staff inset 3/9, - Learning walk and work scrutiny records completed - Cross-phase moderation meetings held termly- based on exam analysis faculty's priorities (planned for week of	- Increased consistency in classroom routines - Improved teacher confidence in adaptive teaching - Better identification of misconceptions and barriers to learning	- Learning walks - Work scrutiny - Student voice - Progress data - CPD evaluations - Intervention reviews	Lessons demonstrating agreed teaching routines, 90%+ Staff confidence in adaptive teaching, +20% from baseline Students making expected or better progress, Majority in all phases Work scrutiny showing appropriate scaffolding, Consistent across all phases

Spring 2027	Conduct cross-phase learning walks and coaching cycles Review intervention impact and curriculum implementation Moderate standards across phases	• Teaching and learning handbook published • 100% staff receive inclusive practice training • Learning walk and work scrutiny records completed • Cross-phase moderation meetings held termly	• Increased consistency in classroom routines • Improved teacher confidence in adaptive teaching • Better identification of misconceptions and barriers to learning	• Learning walks • Work scrutiny • Student voice • Progress data • CPD evaluations • Intervention reviews	Lessons demonstrating agreed teaching routines, 90%+ Staff confidence in adaptive teaching, +20% from baseline Students making expected or better progress, Majority in all phases Work scrutiny showing appropriate scaffolding, Consistent across all phases
Summer 2027	Evaluate consistency and embed sustainable practice Identify priorities for 2027–28 Produce end-of-year impact report	• Teaching and learning handbook published • 100% staff receive inclusive practice training • Learning walk and work scrutiny records completed • Cross-phase moderation meetings held termly	• Increased consistency in classroom routines • Improved teacher confidence in adaptive teaching • Better identification of misconceptions and barriers to learning	• Learning walks • Work scrutiny • Student voice • Progress data • CPD evaluations • Intervention reviews	Lessons demonstrating agreed teaching routines, 90%+ Staff confidence in adaptive teaching, +20% from baseline Students making expected or better progress, Majority in all phases Work scrutiny showing appropriate scaffolding, Consistent across all phases

Key Priority Area (KPA) 2 – Attendance, Behaviour, Wellbeing and Successful Transitions

Intended Impact	Vulnerable learners attend regularly, engage positively, experience improved wellbeing and make successful transitions between phases, schools and post-16 pathways.
Inputs	Restorative practice training; attendance tracking system; pastoral staffing; outreach support; transition plans; wellbeing and careers resources

	Key Actions	Outputs	Short-term outcomes	Evidence	Success Criteria
Autumn 2026	Establish attendance and behaviour baselines Train staff in restorative approaches Identify pupils requiring enhanced transition support	- Attendance and behaviour dashboard operational - focus on SA students in Phase 2 and 3 - Restorative conversations logged consistently - Individual transition plans for identified pupils - Wellbeing and careers participation records maintained	- Earlier intervention for attendance concerns - Reduced escalation of behaviour incidents - Improved student sense of belonging and safety	- Attendance reports - Suspension analysis - CPOMS records - Student and parent voice - Reintegration case studies - Destination and transition data	Persistent absence reduction, $\geq 10\%$ from baseline Repeat suspensions reduction, $\geq 20\%$ from baseline Identified vulnerable pupils with transition plans, 100% Student wellbeing survey positive responses, Improved from baseline
Spring 2027	Review targeted support plans and reintegration pathways Implement multi-agency support for high-risk learners Increase enrichment and careers participation	- Attendance and behaviour dashboard operational - Restorative conversations logged consistently - Individual transition plans for identified pupils - Wellbeing and careers participation records maintained	- Earlier intervention for attendance concerns - Reduced escalation of behaviour incidents - Improved student sense of belonging and safety	- Attendance reports - Suspension analysis - CPOMS records - Student and parent voice - Reintegration case studies - Destination and transition data	Persistent absence reduction, $\geq 10\%$ from baseline Repeat suspensions reduction, $\geq 20\%$ from baseline Identified vulnerable pupils with transition plans, 100% Student wellbeing survey positive responses, Improved from baseline

Summer 2027	Evaluate attendance, suspension and transition outcomes Secure transition arrangements for September 2027 Produce vulnerable learner impact review	• Attendance and behaviour dashboard operational • Restorative conversations logged consistently • Individual transition plans for identified pupils • Wellbeing and careers participation records maintained	• Earlier intervention for attendance concerns • Reduced escalation of behaviour incidents • Improved student sense of belonging and safety	• Attendance reports • Suspension analysis • CPOMS records • Student and parent voice • Reintegration case studies • Destination and transition data	Persistent absence reduction, $\geq 10\%$ from baseline Repeat suspensions reduction, $\geq 20\%$ from baseline Identified vulnerable pupils with transition plans, 100% Student wellbeing survey positive responses, Improved from baseline
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Key Priority Area (KPA) 3 – Leadership, Accountability and Quality Assurance

Intended Impact	Leadership is coherent, credible and accountable, with robust quality assurance processes that drive continuous improvement across all three phases.
Inputs	Revised role descriptions; QA calendar; data dashboards; coaching support; governance monitoring schedule; SEF and SDP templates

	Key Actions	Outputs	Short-term outcomes	Evidence	Success Criteria
Autumn 2026	Publish role clarity and accountability map Establish half-termly QA review cycle Complete baseline audits across all phases	QA calendar published Termly phase impact reports completed (including attendance, CPOMS , progress, staff absence, enrichment, teaching and learning, intervention data, outreach, transition, CEaIGs/WEX) Management Committee monitoring visits undertaken Leadership coaching records maintained	Improved clarity of responsibilities Stronger communication and follow-through More consistent use of evidence in decision-making	QA reports Leadership meeting minutes Staff surveys Governor monitoring records SEF evaluations Action completion tracking	QA activities completed on schedule, 100% Middle leaders presenting termly impact reviews, 100% Staff reporting clear understanding of leadership responsibilities, ≥85% positive Management Committee receiving evidence-based impact reports, Termly
Spring 2027	Conduct mid-year strategic review Review leadership impact and follow-up actions Update risk register and intervention plans	QA calendar published Termly phase impact reports completed Management Committee monitoring visits undertaken Leadership coaching records maintained	Improved clarity of responsibilities Stronger communication and follow-through More consistent use of evidence in decision-making	QA reports Leadership meeting minutes Staff surveys Governor monitoring records SEF evaluations Action completion tracking	QA activities completed on schedule, 100% Middle leaders presenting termly impact reviews, 100% Staff reporting clear understanding of leadership responsibilities, ≥85% positive Management Committee receiving evidence-based impact reports, Termly

Summer 2027	Complete final SDP evaluation and SEF update Identify leadership development priorities Present annual impact report to Management Committee	QA calendar published Termly phase impact reports completed Management Committee monitoring visits undertaken Leadership coaching records maintained	Improved clarity of responsibilities Stronger communication and follow-through More consistent use of evidence in decision-making	QA reports Leadership meeting minutes Staff surveys Governor monitoring records SEF evaluations Action completion tracking	QA activities completed on schedule, 100% Middle leaders presenting termly impact reviews, 100% Staff reporting clear understanding of leadership responsibilities, ≥85% positive Management Committee receiving evidence-based impact reports, Termly
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