

Voyage Learning Campus is a Local Authority Maintained Alternative Provision which provides education for students who are unable to attend mainstream provision due to a wide range of reasons. This includes: record of poor behaviour, in imminent danger or have been permanently excluded, medical reasons including anxiety, emotionally based school refusal, chronic fatigue, school girl pregnancy and breakdown of provision for students who have a statement of Special Educational Needs.

The Campus opened in September 2012 and became a maintained provision on 1st April 2013. Previously education was provided by the North Somerset Council Education Other Than At School Service (EOTAS) as four totally separate Pupil Referral Unit (PRU) provisions and a Tuition Service. Prior to this inception date each separate provision had its own budget and was managed by an individual Teacher in Charge.

The Campus has 3 separate sites:-

- Milton – Primary PRU
- Nailsea – PRU provision for Years 7 & 8, Tuition for students who are unable to attend school due to health/medical issues
- Weston - Key Stage 4 and Year 9 PRU.

The Campus has a wide ranging intake. Over 66% of our Key Stage 2 & 3 and 65% of our Key Stage 4 PRU students live in areas of high social and economic deprivation (under 0.3 IDACI). All PRU students are at school action plus SEN Support (SEND Code of Practice 2015). Permanently excluded students account for 43% of our PRU intake with 47% being at risk of permanent exclusion.

In December 2017 we have 45 students in receipt of Pupil Premium

2013/14 – 69 students received Pupil Premium

2014/15 – 85 students

2016/17 – 53 students

October 2016 – 5 students have EHCP plans (4 further EHCP plans in process)

2 students have an SEN statement

December 2017 – 10 students have EHCP plans

Progress on Ofsted Priorities following 2017 Inspection

Areas identified for improvement

1. Years 9 – 11 : Ensure initial baseline assessments are more effectively to ensure students build on what they can already do

Information has been gathered through lesson observations and termly work scrutiny, the information gained from these has been used to develop staff training particularly in the area of differentiation. Heads of Centre and Faculty Leads have worked with individual and groups of staff to improve lesson planning and more effective use of Teaching Assistants. Work scrutiny in October 2017 across the school has shown a marked improvement in levels of challenge, opportunities for student feedback, more effective use of baseline data to set tasks and provide improved classroom resources.

Our next step is to further improve student resilience and this forms an intrinsic part of our 2017/18 school development plan.

Other significant key improvements since last inspection

- Improved Primary facilities – moving our Primary provision from Nailsea to a bespoke site in Milton has been hugely successful. Through successful bids the funding has been provided for outstanding outside facilities for both play and the establishment of an excellent Forest School area. Classrooms are fit for purpose and there are spaces for children to work in groups and individually when required.
- Further developments within Primary include the development of an assessment base where new children who start with us can be thoroughly assessed, using this information effective planning ensures that the individual child's needs are met when they transition into classes. By working in this way children are better equipped for a successful move into a Primary PRU. Theraplay has now become an important part of each school day as has our use of Thrive. We have seen a huge decrease in the number of exclusions in Primary to a level below that of most Primary schools as a result of this approach.
- Tuition: has made a successful move to our Nailsea site, where improved outside areas and a country feel have supported our anxious students. Extremely positive feedback from both students and Parents/Carers reflects how successful this move has been.
- Development of REAP (Reintegration and Prevention) provision – this provision provides support for schools before a student is in danger of permanent exclusion, but where a school feels they have exhausted all avenues of support they are able to provide. Our REAP provision supports up to 10 students for a period of up to 20 weeks. Staff including a Therapeutic Support Worker work with each individual student to break down barriers they may have which prevent them attending mainstream school. New classrooms and a recreation space have been constructed and this provision is held in high regard by schools. In the last school year 23 students have attended REAP with 16 to date successfully returning to their mainstream school. Feedback from schools, students and Parents/Carers has been outstanding.
- School literacy strategy – whole staff training this year on reading recovery and Phonics development has led to a measurable impact in the improvement of students spelling and reading age (see school data pack).

- Successful development of independent careers guidance.
 - Significant improvement in Management Committee accountability and scrutiny, named Committee members for each area of the School Development Plan, named Committee members for key aspects of the curriculum, numerous visits have taken place and reports presented to the Management Committee.
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Overall Effectiveness	<p>Student outcomes, Behaviour and Teaching are all good to outstanding. Leadership is rapidly moving towards outstanding. SMSC is good.</p> <p>The Campus has a strong team ethos led by a strong Management Committee that holds leaders to account and challenges progress.</p>	
Student Outcomes	2	<ul style="list-style-type: none"> • Pupil Progress – 1 • Pupils’ learning – 1 • Skills in literacy and numeracy – 1 • Attainment – 2 • Closing gaps – 2 • Destinations data is strength of the school with 12 Primary PRU students making a successful transition back into their mainstream school with a further 2 ready to move back. Our entire year 11 cohort also successfully moved to a post 16 provision. <p>This is relative to the progress our students made whilst in a mainstream setting.</p> <p>Ofsted Jan 2017 – ‘The school provides a service that is valued highly by the local authority, other schools and by parents’, ‘Your reputation for significantly improving the life chances of many vulnerable young people in North Somerset is well deserved’</p>
Teaching	2	<ul style="list-style-type: none"> • Expectations – 1 • Planning and expertise – 1 • Literacy and numeracy – 1 • Interventions – 1 • Teaching overall – 2 but moving to 1 • Assessment – 2 • Marking and feedback – 2 • Progress and Learning (over time) – 2 • Attitudes to Learning – 2. <p>Ofsted Jan 2017: ‘The curriculum has a clear focus on developing pupils skills in reading, writing, speaking and mathematics’, ‘Ambitious but realistic expectations are agreed for each pupil when they join the school’</p>
Leadership and Management	2	<ul style="list-style-type: none"> • Impact on outcomes - 1 • Impact on Teaching and Learning – 1

		<ul style="list-style-type: none"> • Self-evaluation – 2 • Expectations and ambition – 1 • Management Committee and capacity – 1. <p>Ofsted Jan 2017 – ‘You provide the school with strong leadership across the 3 centres that make up the provision, you are supported well by other senior leaders, staff and the management committee’ ‘Your evaluation of what the school is doing well, and in some aspects very well and what could be improved further is precise and accurate’</p>
<p>Behaviour and Safety</p>	<p>1</p>	<p>Over 90% of our current PRU cohort had multiple exclusions for poor and challenging behaviour in mainstream schools. 68% experience multiple permanent exclusions from both primary and secondary schools: with this in mind we judge behaviour to be overall good and borderline outstanding.</p> <ul style="list-style-type: none"> • Behaviour and attitudes – PRU 2, Tuition 1 • Behaviour around school – PRU 2, Tuition 1 • Pupils’ responses to school’s strategies – 1 • Safety and mutual support – 1 • Bullying – 1 • Interventions – 1 • Attendance and punctuality - 2 (This judgment is relative to attendance prior to being at the Campus and additionally given the nature of our medically referred students). • All staff have received up to date training on safeguarding and Prevent. Staff are trained annually with e-bulletins on key issues and changes to policy issued to all at least termly. • The school has a named Management Committee member with responsibility for Safeguarding, Behaviour, Health and Safety. • Each site more than covers all statutory requirements. <p>Ofsted Jan 2017- ‘staff training is comprehensive’, ‘records are detailed and used well to the particular circumstances of the school and effective’, ‘Ensuring that pupils are safe and very well looked after is at the heart of everything the school does’, ‘Each Centre provides a calm and purposeful environment’, ‘Pupils behave well and show respect for each other and for adults’, ‘they often work well together, this is a testament to the high quality of the work of your staff, who are very skillful in managing the different behaviours and needs of individual pupils’.</p>

Key Priorities 2017/18 (from our 2017/18 School Development Plan)

- To further cultivate student resilience – improving opportunities for self-reflection, learning through failures and experiencing challenge in lessons.
- To continue to improve the quality of differentiation in lessons.
- To further develop off site provision for students requiring 1 to 1 provision or where there is a detailed risk assessment in place that precludes a student being on site.
- To review our KS4 curriculum with our post 16 providers to ensure we offer our students the best opportunities to access the courses they would like to study at the appropriate level.
- To examine the feasibility of having dedicated TA's for both numeracy and literacy at key stage 4.
- To be in a position to respond to the actions of the Local Authority alternative provision review due to be published in early January 2018.
- To further develop our support for student well-being and mental health.

Outcomes for Students

Challenging targets have been set for all our individual students and these are reviewed in Centres on a weekly basis and formally with Parents/Carers at bi-termly reviews.

The vast majority of students make good progress in the Campus. GCSE results for students in our Tuition provision have been exceptional over the last 3 years; this is particularly pleasing given that the majority of these students had missed substantial amounts of time in school due to ill health. 2016/17 GCSE results in all our provisions again were significantly higher than the average for alternative provision across the country Evidence

- 3 years formal exam data
- Student progress tracking
- Individual subject yearly reviews of examination outcomes
- Historic attendance data medically referred students.

KS4 students across the Campus gained a wide range of accreditation in 2013, 2014, 2015, 2016 and 2017 formal examinations. Over the last two years GCSE results in Art & Design have been outstanding with grades of A* and A being typical. Our 2016 examination results built on the previous year's successes. Some highlights for Summer 2017 include:

- **27% of students achieved 5 GCSE A* - G (national average for PRU's 4.3%)**
- **49%PRU students achieving 3 GCSE A* - G or equivalent (rise of 12.1%)**
- **100% pass rate Adult Literacy and Numeracy**
- **100% pass rate Level 1 & 2 Motor Vehicle**
- **100% pass rate COPE Level 1 Award**
- **100% pass rate Certificate of Achievement in Bricklaying**
- **100% pass rate BTEC Food qualification.**

A key strength of the school is equipping students both with the necessary academic qualifications, robust independent careers guidance but also the social skills to be able to manage in post 16 college education. Once again all our Year 11 leavers either moved on to college courses, apprenticeships or paid employment with an education element. Destinations data for the last 3 years indicates that the school is outstanding at preparing students for post 16.

Evidence

- Examination data
- Individual subject exam analysis
- Destinations data
- Feedback from students, Parents and Carers.

In our KS3 provision students make good progress especially relative to their performance in mainstream provision. Progress from baseline assessment, including reading and spelling is good with a number of outstanding areas. Many students make rapid progress with their reading due to effective interventions.

- Year 7 PRU students 2016/17 Maths 100%, English 66.7% made expected or exceeded progress,
- Year 10 PRU students 2015/16 English – 66.7% exceeded or made expected progress
- Primary PRU progress see data

Evidence

- Student progress data
- Teacher assessment.

In our Primary PRU progress for many children is good with some making outstanding progress. Children make rapid progress with reading, spelling and writing. Barriers to learning are overcome and students are prepared to return successfully to mainstream provision. The majority of children who start in our Primary PRU have a very low baseline and may have been out of school or formal lessons for a significant amount of time.

Evidence

- Individual and group progress data
- Individual student case studies
- Pupil profiles.

The progress of students with SEN across the Campus is good to outstanding. Individual targeted IEPs ensure that support is effective. Progress of Looked After Children is good to outstanding. There is little marked difference between the progress of LAC students to their peers. Pupil Premium has been used effectively to support students on an individual basis with literacy, numeracy, reading, spelling, supporting emotional and therapeutic needs and behavior. Our data shows that intervention work through Pupil Premium has been highly effective.

Evidence

- Performance reports to Management Committee
- Individual and group student progress tracking
- Examination data

- Pupil premium reports and outcomes.

Students have an individual regularly reviewed personal education plan, which outlines where they are, what they need to do to progress and sets achievable targets that staff, parents/carers and other professionals have input to their plan.

Evidence

- Individual student IEP's and reviews
- PEP's for students looked after
- Individual student behavior plans and where required risk assessments
- Individual student monitoring
- Student individual profiles
- Student case studies.

The vast majority of students improve their attendance after joining the Campus. This is evident from the comparison data on pre-Campus attendance and attendance at the Campus. In Tuition provision the average rise in attendance from last known school figures is 54%. In our KS2/3 PRU provision 90% of students make vast improvements in attendance. Figures are also similar in KS4.

Teaching Standards are Good with many outstanding lessons

The percentage of outstanding teaching observed in the Campus was 23% - 2012/2013. During 2013/2014 this increased to 43% with no inadequate lessons having been observed. In 2015 38% of lessons were observed to be outstanding with the remainder being at least good, no inadequate lessons were observed. In 2016 all lessons observed were either outstanding or good.

Working with our SILP we have put in place a comprehensive training programme for all senior staff and Faculty Leads to ensure we have uniformity in our judgments on lesson observations and necessary feedback to the teacher. A full and detailed programme of monitoring, evaluation and staff training in 2013/2014 and 2015 has significantly improved teaching and learning across the Campus.

The teaching and development of employability skills is outstanding. Ofsted November 2013 quoted "Pupils develop outstanding employability skills and gain valuable vocational qualifications that enable them to progress to high quality work related courses at college. "Construction and Motor Vehicle Courses contribute significantly to pupil's development of good literacy and numeracy skills."

"Literacy and numeracy skills are taught across all subjects. Pupils enjoy learning these skills through hands on practical activities in the Motor Vehicle Workshop and Catering lessons" – Ofsted 2013.

Small class sizes and effective use of teaching assistants ensure that all students are challenged to reach their full potential.

Students with additional needs receive the support they require to improve their spelling, reading and improve their mathematical problem solving skills.

Classrooms in the Campus are well equipped with the majority having interactive whiteboards, desktop computers and access to laptops.

Parent/Carer feedback forms evidence the following in 2015/16:-

- 77% of parent/carers strongly agreed that the standard of teaching was "at least good". Only one parent/carers disagreed and none strongly disagreed.

Student feedback also evidenced the following in 2016/17:-

- Students felt that they were taught well, with 85% agreeing or strongly agreeing.

Evidence

- Lesson observation data and feedback
- School Improvement Partner reports
- CPD record
- Learning walk feedback
- Student, Parent and Carer feedback.

Leadership and Management is Good to Outstanding

The school has been through a massive change since opening in April 2013 following the amalgamation of 5 separate and diverse provisions. Leadership and Management of this transformation to a one school one ethos provision, we would judge as outstanding.

A number of new Management Committee members joined an already strong Management Committee in 2016/17 who, supported by the School Improvement Lead Professional, robustly challenges the Leadership Team. New members receive all statutory training including safeguarding; there is a comprehensive training programme in place through the Local Authority Governor Services Team. Named members are responsible for ensuring there is rigorous challenge in spate areas of the school development plan

The Campus judges itself to be very good in the area of Leadership and Management. The Campus judges for all areas of L&M being good and good for 'Impact on Outcomes'. The Campus is confident it is having an outstanding impact on outcomes for students.

NEET figures are outstanding with all students moving from the school to post 16 education and training.

The Leadership Team make accurate judgments in terms of self- evaluation and communicate a clear sense of purpose which galvanises the enthusiasm of staff and utilises staff strengths.

The vast majority of the SLT show an uncompromising and highly successful drive with all leaders, leading by example.

Significant improvement and developments have taken place since the Campus opened with a shared vision which has had input from staff, parents/carers and students. This shared vision has been put in place and embedded in what we do and hope to achieve.

The appointment of strong Faculty Leads has led to collaborative working and sharing of resources and best practice across the Campus.

Regular Faculty team meetings and planning has had a positive impact on how individual subjects are delivered across the Campus.

A comprehensive restructure of the administration team took place in June 2016 as part of the overall school restructure. Key appointments of a School Operations Manager, PA to the Principal and a Premises Officer have further enhanced the capacity of the administration team.

“You provide strong leadership’ Ofsted 2017

‘There is a clarity of purpose shared with all staff’ Ofsted 2017

Evidence

- Leadership team minutes
- School self-evaluation
- School development plan
- Management Committee minutes and feedback from visits

Behaviour and Safety is Good with many outstanding features

The Behaviour and safety of students is paramount to the school, we are striving to be outstanding in this area. Our School Improvement Plan details how we will achieve this. Students feel happy and safe in our school and vast improvements in attendance from their last setting can be evidenced.

Pupils are consistently well behaved. Levels of engagement, collaboration and cooperation in lessons are high. Attitudes to learning are very good. Students manage their own behaviour positively in lessons and in social situations.

Robust rewards systems are in place, the use of circle time and self-reflection has a positive impact on student behavior. In Primary and Key Stage 3 once weekly out of Centre activities also reward students for positive behaviour and work.

Key Teachers ensure that students behave well in school, through setting weekly targets (KS2&3) and through regular meetings and contact with home. A positive home - school relationship is key to promoting good behavior.

Pupils are extremely calm and orderly when moving around Campus sites. "Classrooms are calm and orderly. Pupils respect the sites, keep them tidy and look after displays of their work in corridors. They welcome visitors and talk enthusiastically about how this school has helped them turn their lives around" – Ofsted Nov 2013.

'Each Centre provides a calm and purposeful environment where pupils respond to the high expectations set for them' Ofsted 2017

Staff spend every social time with students, lunch is taken together and Centres provide students with breakfast to ensure a positive start to the day. The key tutor system allows students time to set their own targets and evaluate their own performance. The Key Tutor has at least weekly contact with parents/carers.

The management of behaviour is highly skilled across the Campus. Where behaviour occasionally needs support, effective strategies ensure that the behaviour and the cause are dealt with. Each year, we reintegrate students successfully into mainstream schools. These students behave well and make good progress.

Pupils feel safe at the Campus. This can be seen from 2015/16 student feedback where 85% agreed or strongly agreed that they felt safe. Parent/carers felt similarly at 89%.

The Campus Student & Family Liaison officer has worked tirelessly since her appointment in April 2014 to improve student attendance and work with families on strategies and routines to improve individual student attendance in the Campus.

All staff receive basic annual Safeguarding training with the Local Authority Designated Safeguarding Officer with key staff being trained to an advanced level. Staff also receive weekly bulletins as the school has subscribed to the 'safeguardingschools'

website which provides regular updates on health, safety and safeguarding. In addition the school issues an e bulletin to staff on a termly basis informing them of changes and reinforcing requirements. All staff have received Prevent training. Our PSHE programme educates students in the key areas of radicalization, keeping safe including on the internet, gangs, knife crime and the promotion of British Values and healthy lifestyles.

Following the retirement of one of our Vice Principals, the Principal took on the role of Behaviour and Safety Lead. Additionally each provision has a Designated Safeguarding Officer.

Bullying is extremely rare. Students understand different forms of bullying and are instrumental in its prevention. The Campus is proactive in identifying and preventing bullying. In 2015/16, 70% of parents/carers agreed or strongly agreed that issues of bullying are dealt with swiftly and efficiently by the school. One third of respondents didn't know or made no response. Evaluation from parents/carers in 2014/15 for Pupil Referral Unit students – in response to the question 'my child's lessons are not disrupted by bad behaviour' 52.8% strongly agreed 36.1% agreed and 2.8% stated they did not know.

Evidence

- Student monitoring
- Individual education and behavior plans
- SILP reports
- Student, Parent/Carer feedback
- CPD log
- Single Central record and associated HR information
- Safeguarding bulletins.

SMSC is Good

- Personal insight and spiritual development: students are curious about the world around them and embrace new experiences which broaden their understanding.
- Students are actively involved in fund raising. BBC Children in Need, Macmillan and NSPCC have all benefited from fundraising events. The students have further developed their social understanding through these events.
- Students respect others' needs and interests: This is demonstrated through good behaviour across the Campus.
- Moral understanding and good relationships are evidenced by the many reasoned and responsible responses made by students to moral dilemmas and situations that they have found themselves in.
- Learning opportunities enable students to develop resilience, self-confidence, self-belief and the ability to reflect on problems in a reasoned and mature manner. The majority of teachers are highly skilled and confident in providing frequent opportunities to explore and discuss controversial and sensitive issues. Teachers act as facilitators, allowing students to direct their own learning and formulate their own views and develop informed, reasoned opinions.
- Lessons and units of work, where appropriate, are planned to provide a range of opportunities to explore issues related to SMSC and develop students understanding.
- Personal learning and thinking skills are developed through planned learning opportunities to enable students to become more effective independent learners.
- Regular out of school visits allow students to gain an insight into the outside world and stimulate enquiry.
- Centre displays, celebrations of world, cultural and spiritual events give students a good understanding of different cultures.

Principal's Summary

Voyage Learning Campus Development History

- July 2012 – Following changes to funding for alternative provision announced in May 2012, with LA support North Somerset Education Other Than at School Service was formally closed and 4 Pupil Referral Units, the Tuition Service and primary BESD provision were merged into one multi-site Alternative Provision School named the Voyage Learning Campus.
- Sept 2012 – April 2013 each site continued to have its own budget, Head of Centre and development work was undertaken to move to one school with one central budget.
- Sept 2012 to March 2013 SLT worked with the LA on top up funding bands and commissioning of provision.
- March 2013 new Leadership Team appointed – Principal, 2 Vice Principals.
- March 2013 LA commissioned 98 PRU places and Tuition Service.
- March 2013 Business and Finance Managers and Faculty Leads appointed.
- April 1st 2013 New multi sited school fully in place with one central budget, faculty working and subject area budgets in place, place and top up funding income system in place.
- May/June 2013, initial summary SEF produced and School Development Plan consultation with staff and all stakeholders undertaken.
- September 2013 Voyage Learning Campus became one fully integrated multi-site maintained school.
- Comprehensive restructures following detailed consultation with staff have taken place in 2015 and 2016 following reductions in the place numbers commissioned by the Local Authority and a decision taken by the LA to reduce the level of top up funding, greatly decreasing our school budget.
- Additionally in response to requests from schools and an LA review of alternative provision, Voyage Learning Campus has been asked to open new provisions for September 2016: Re-engagement and Prevention Provision (places commissioned by schools for short stay highly intensive support) and Children Missing Education, to ensure that 'movers in' to North Somerset have education in place immediately whilst a mainstream school place is identified.
- 2014/15 and 2016 to date has seen a huge drop in the income the school receives, with the Local Authority cutting place numbers by 36 students during this time. The school has been required to save in the region of £1 million pounds over this period. Comprehensive restructures following consultations have taken place in each of the last 3 years with a number of staff being made redundant, one site being closed and provision being amalgamated on other sites.

SEF summary, strengths and challenges

School strengths

- Behaviour of students – adjudged outstanding in previous Ofsted inspections.
 - Student progress particularly in comparison with data prior to attending the VLC.
 - Attendance – a significant number of students have records of poor attendance prior to attending VLC and then make outstanding progress with attendance with us. Some students improving by in excess of 80%.
 - Care guidance and support. The key tutor system ensures that all students are supported and valued. Relationships with parents and carers are excellent as can be seen from stakeholder feedback.
 - The successful development of a specific Primary Centre was largely due to establishing a link with a strong creative forward thinking Primary School. This link ensured we made significant progress with developing a Primary Curriculum, implementing 'Assessment without Levels' and changing our strategies for reporting to parents.
 - During the development of the Primary Centre, a strong link was made with a Senior Advisory Teacher who worked within the social care team. This allowed us to develop our ways of meeting the therapeutic needs of our students including training staff on using Theraplay and changing the delivery of the curriculum to include Thrive.
 - Range of accreditation offered to students offers opportunities unavailable in a mainstream setting. Vocational courses are strength and allow for progression onto post 16 college courses.
 - Formal accreditation – wide range of GCSE, vocational and other recognised qualifications offered – highly successful track record of examination results.
 - NEET – figures for the school are excellent. Our entire Year 11 cohort made the transition to post 16 provisions in summer 2017
 - Improving student behavior and attitude to learning is a strength of the Campus. Many students are able at Key Stages 1, 2 & 3 to successfully return to mainstream school. 12 Primary aged children successfully returned to their mainstream school in the academic year 2015/16 and these figures are growing again this year. 7 secondary aged students have made a successful return this academic year to date. These are very significant improvements since the last Ofsted. The process is supported by a dedicated Integration teacher.
 - Relationships with schools are excellent.
 - Excellent pupil progress in reading and spelling ages across the Campus.
 - Links with Weston College - sharing resources and expertise.
 - The school's Student and Family Liaison Officer ensures that attendance and welfare issues are dealt with efficiently and effectively.
 - Identification of interventions and outcomes for Pupil Premium students are a strength.
 - Support for Looked After students and relationships with the Virtual School are excellent.

Challenges/Requires Development

- Improving student reading ages, we see this as a very high priority – many of our students join us with a very low reading age.
- Further development of SIMS to improve our tracking and monitoring of students.
- Developing new provision to respond to the LA review of alternative provision – published January 2018
- School budget remains a huge challenge, we are funded very much below a level in our neighbouring local authority PRU's in addition we anticipate a further cut in budget in 2018/19 financial year
- Further developing life after levels.

In brief

Although Voyage Learning Campus was registered as a new alternative provision school with the DfE in July 2012, the school actually only became one provision in April 2013 when changes to the way funding for settings such as ourselves were changed.

I was appointed as Principal in March 2013 and the remainder of our SLT was appointed shortly after this time.

Our progress in uniting what was essentially 5 separate settings into the one Campus can only be described as outstanding. In this time we have strived to become one school with one shared ethos. The development of a school mission statement was key to this and we are proud to say that all stakeholders had input into our vision. We still have work to do to completely embed the one Campus ethos and there are a number of areas where we need to work on a shared and consistent approach. These are detailed in our School Development Plan.

Feedback from Parents/Carers/Students and other Stakeholders 2015/16

The following are details of some of the feedback we have received in the last academic year:-

Parents/Carers

- 'I would like to say thank you for all of teachers that have worked alongside XXXX. He is a wonderful child but I also know that his behaviour can be trying at the best of times. A lot of issues XXXX had previous to starting at the VLC no longer seem to be present. Thank you for sticking with him.'
- 'More confident overall personally and academically. Behaviour at home is better.'
- 'XXXXXX has become so much calmer and worries a lot less.'
- 'My child is no longer isolated.'
- 'You have taken the time to understand XXXXX and guide him the right way.'
- 'Fantastic provision has enabled XXXXXX to keep up with his peers.'
- 'Amazing progress! She really enjoys her lessons and ends each one feeling a sense of achievement which is great to see.'

Students

- 'I used to hate my old school but I love my new school'.
- 'I would like to thank everybody for supporting me along the way and making the Campus a nice place to be'.

Several students also said that they felt more confident, were more able to concentrate and felt more mature since attending VLC.

Other Stakeholders

Over 60% of our mainstream school partners agreed or strongly agreed that the Campus provides a valuable service.

Comments included:

- 'Reports and feedback are invaluable.'
- 'Excellent communication.'
- 'It is lovely to have such a good working relationship with such a fantastic educational institution.'