



# **School Development Plan 2018 – 19**

**School: Voyage Learning Campus**

**Acting Principal: Tony Hill**

**Date: September 2018**

## School Context

This school development plan (SDP) is a working document used to set priorities and monitor progress throughout the year. We are an ambitious provision, having high expectations for all our students and staff. We wish to maintain outstanding standards in all aspects of our work. This document sets out strategic priorities as agreed by the Management Committee. It is informed by the school's rigorous self-evaluation and vision statement's and the Ofsted report.

<b>Number of Students on roll</b>	<b>88</b>	<b>Number of students eligible for Pupil Premium</b>	<b>34</b>	<b>Number of students with an Education Health Care Plan (EHCP)</b>	<b>9</b>
<b>Percentage of intake referred to the school due to permanent or repeat permanent exclusion for behaviour</b>	<b>43%</b>	<b>Percentage of students referred due to health/anxiety requiring specialist tuition provision</b>	<b>26%</b>	<b>Last Ofsted grade</b>	<b>Good</b>

### Summary of Overall Effectiveness

**Ofsted Inspection January 2017 – outcome remains good including:**

- 1. Strong leadership**
- 2. Accurate Self Evaluation**
- 3. Pupils behave well**
- 4. Ambitious expectations in place for all students**
- 5. Curriculum has clear focus**
- 6. Primary provision is strong**
- 7. Strong outcome for safeguarding**
- 8. Excellent breadth of expertise in the staff**

## Summary of Key Aims

School Improvement Focus Area	Key Aims	Progress/Strengths (review Term 5)	Areas for Further Development (review Term 6)
<b>Effectiveness of Leadership and Management</b>	<p><b>Staff continually develop their practice to deliver Quality First Teaching.</b></p> <p><b>Identify and support training for Quality First Teaching.</b></p> <p><b>Further enhancement and development of the SLT team.</b></p>		
<b>Quality of Teaching Learning and Development</b>	<p><b>Whole School Literacy and Numeracy strategies continue to strengthen learning in all subject areas.</b></p> <p><b>New Curriculum and Specification are embedded and established.</b></p>		
<b>Personal Development/Behaviour/Well being</b>	<p><b>Promote students' spiritual, moral, social and cultural development.</b></p> <p><b>Key Stage 3 &amp; 4 curriculum review to ensure students are equipped to return to mainstream or post-16 education.</b></p> <p><b>Further development of the VLC's 'off site' provision for challenging students.</b></p>		
<b>Outcomes for Students</b>	<p><b>Quality First Teaching in all lessons with appropriate pace and challenge</b></p> <p><b>Differentiation, using data, to ensure every student is making progress.</b></p> <p><b>Well established routines for positive behaviour for learning.</b></p> <p><b>PP students achieve progress in line with their non PP counterparts.</b></p>		

	<p>To examine the feasibility of having dedicated TA's for key faculties.</p> <p>Service Level Agreements secured and in place for all provision commissioned by the LA.</p>		
Review of Progress in Previous Inspection	<p>To review the whole school provision to ensure it is meeting the needs of all students referred to VLC.</p> <p>Expected NEETS 0%</p>		

<b>Section 1 - Effectiveness of Leadership and Management</b>			
<b>To empower all staff to excel and develop through participation in CPD and network sharing</b>			
<b>The School to further act to identify and support training for High Performance</b>			
<b>Objectives</b>	<b>Initiatives</b>	<b>Time Scale</b>	<b>Success Criteria</b>
<p><b>Staff continually develop their practice to deliver Quality First Teaching</b></p> <p><b>The School to further act to identify and support training for Quality First Teaching</b></p>	<p>Using Faculty time to share and continually develop best practice. Staff work collaboratively to develop and strengthen practice within faculties and across the school.</p> <p>Developing training opportunities for staff. Giving staff opportunities to lead on CPD within and outside of the school. Growing own staff expertise through in house CPD.</p>	<b>By July 2019</b>	<p>Feedback and support for teachers is delivered following learning walks and work scrutiny. All lessons are meeting students identified needs.</p>
<b>Further enhancement and development of the SLT team.</b>	<p>Ratify structure of SLT with Management Committee.</p> <p>Identify areas for further development Training opportunities and visiting other Centres to look at and share best practice.</p>	<b>By July 2019</b>	<p>Structure in place and ratified. Review of SLT January and June 2019. Feedback disseminated to SLT and where appropriate all staff. An effective SLT that supports and challenges teaching and learning in the classroom.</p>
<b>To enhance the business operations of the school and comply with all current schools legislation.</b>	Develop practice and procedures outlined in Business Development Plan 2018-19	<b>By July 2019</b>	Business Development Plan Objectives either completed or significant progress with outlined timescales.

<b>Service Level Agreements secured and in place for all provision commissioned by the LA.</b>	Meeting with the LA to secure SLA's for provision commissioned. An effective risk assessment to evaluate if the school can meet pupils need. Develop the risk assessment and guest role function.	<b>By July 2019</b>	SLA in place and complied with.
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## Section 2 - Quality of Teaching Learning and Development

### Whole School Literacy and Numeracy strategies continue to strengthen learning in all subject areas

Objectives	Initiatives	Time Scale	Success Criteria
<b>Whole School Literacy and Numeracy strategies continue to strengthen learning in all subject areas.</b>	<p>'Marking and feedback' task group to set consistent approach across campus. Ensuring feedback is linked tightly to demonstrate how to make progress.</p> <p>Further develop written feedback to students on progress, next steps and opportunity for 'student voice'.</p> <p>Developing a culture of student resilience.</p> <p>Students become more aware of the transferable skills they need to support their learning. Improved opportunities for self-reflection through literacy.</p>	<b>July 2019</b>	<p>Task group - made up of key curriculum staff, Heads of Centre and SENCO to meet to propose and implement 'new approach'.</p> <p>Students are making progress in their reading and student engagement in reading for pleasure improves over time. Work scrutiny to be undertaken across Campus, by Curriculum leads and Heads of Centre. Results of which show feedback in lessons is highly effective.</p> <p>Improved opportunities for students to learn through their failures and experience challenge.</p>
<b>New Curriculum and Specifications are embedded and established.</b>	Teachers are confident with assessment procedures across all Key Stages.		Teachers demonstrate knowledge and understanding of new specifications and curriculum.

## Section 3 - Personal Development/Behaviour/Well being

### Promote students' spiritual, moral, social and cultural development

#### Further development of the VLC's 'off site' provision for challenging students

Objectives	Initiatives		Success Criteria
<b>All staff promote students' spiritual, moral, social and cultural development, including the promotion</b>	Staff training to the appropriate level in all aspects of safeguarding.	<b>June/July 2019</b>	All staff receive comprehensive training in supporting and promoting student wellbeing and mental health.

<p><b>of PSHE and British Values, to ensure students feel safe and supported. Increase support available to support student wellbeing and mental health.</b></p> <p><b>Key Stage 3 &amp; 4 curriculum review to ensure students are equipped with strategies to return to mainstream or move on to post-16 education. Further development of the VLC's 'off site' provision for challenging students.</b></p>	<p>Staff confidence in delivering a targeted PSHE and British Values curriculum that meets students' needs.</p>	<p><b>Sept 2018</b></p>	<p>New curriculum in place</p>
	<p>Comprehensive review taken place and implementation plan for September 2018 completed.</p>	<p><b>January 2019</b></p>	<p>Systems of support improved in school and from external agencies.</p>
	<p>Bespoke off site provision in place for students who are unable to be taught on a main site.</p>	<p><b>July 2019</b></p>	<p>Progress towards provision being in place.</p>

<b>Section 4 - Outcomes for Students</b>			
<b>All lessons will be high performing (HPLs)</b>			
<b>PP Students achieve progress in line with their non PP counterparts</b>			
<b>Objectives</b>	<b>Initiatives</b>		<b>Success Criteria</b>
<p><b>All lessons will involve Quality First Teaching as evidenced by: Resilient, engaged and motivated students who enjoy learning, clear differentiation for all abilities, well established routines for positive learning, PP students achieving progress in line with their non PP counterparts.</b></p>	<p>High quality questioning and student contribution and use data to assess. Students are clear about next steps.</p>	<p><b>July 2019</b></p>	<p>Clear objectives and success criteria.</p>
	<p>Schemes of Work and evidence to improve Assessment and interventions.</p>	<p><b>March 2019</b></p>	<p>Clear evidence of progress Clear evidence of different forms of feedback</p> <p>All students improve their grades in English and Maths.</p>
	<p>Working Party to review, including SLT, LA, Management Committee.</p> <p>Working Party to review, including SLT, LA, Management Committee.</p> <p>To examine the feasibility of having dedicated TA's for key faculties.</p>	<p><b>Ongoing from January 2019</b></p>	<p>Feasibility and cost implications completed ready for decision at management committee. Appropriate non-supply TA cover across all Centres.</p> <p>VLC develops to support findings of the review.</p>

**Section 5 - Review of Progress in Previous Inspection**

