Voyage Learning Campus SEF 2026-27

At Voyage Learning Campus, our mission is to enable all young people to achieve more than they believe is possible and to develop the skills needed to make choices and lead active, fulfilling lives





Contents page

School Context	**3-6**
Safeguarding	**7-10**
Inclusion	**11-14**
Curriculum and Teaching	**15-19**
Achievement	**20-24**
Behaviour and Attendance	**25-29**
Personal development and wellbeing	**30-34**
Leadership and Governance	**35-40**

Summary of evaluation

Evaluation Area	**Judgement**
Safeguarding	MET
Inclusion	Expected standard
Curriculum and teaching	Needs Attention
Achievement	Needs Attention
Attendance and behaviour	Needs attention
Personal development and wellbeing	Expected standard
Leadership and Governance	Expected standard

School Context

The Voyage Learning Campus (VLC) is the only Student Referral Unit (PRU) serving North Somerset. We provide education for students from Key Stage 1 to Key Stage 4 who are unable to access mainstream education, primarily because of permanent exclusion (PEX) or medical needs. Alongside our core provision, VLC provides increasingly extensive outreach to mainstream schools, with the aim of preventing exclusion, supporting successful reintegration and enabling students to remain in mainstream education wherever this is appropriate.

VLC is a Thrive Centre of Excellence and offers RHS Forest School Student Awards. Our provision is underpinned by a trauma-informed approach, with a strong focus on developing positive relationships, improving engagement and attendance, addressing barriers to learning and supporting students to develop the skills and resilience required for their next stage of education.

Provision is currently delivered across three sites in Weston-super-Mare and is organised into three phases:

- **Phase 1:** Primary PEX provision
- **Phase 2:** Secondary PEX provision for Years 8–11
- **Phase 3:** All-through medical tuition provision

Places are commissioned through the North Somerset Inclusion Panels. VLC has capacity for 80 places, comprising PRU and medical tuition provision. Students join throughout the academic year and frequently arrive following significant disruption to their education, including repeated suspensions, managed moves, off-site directions and health-related barriers to attendance.

Cohort and complexity

The profile of students attending VLC reflects the increasingly complex needs of students requiring alternative provision. In September 2026, 74 students were on roll. Of these, 28 were dual registered, 23 had an EHCP in draft or final form, and 39 were eligible for student premium. There was one child looked after (CLA), although the number of CLA students fluctuate throughout the year as referrals are received.

The school is seeing increasing levels of complexity among referrals, including students presenting with significant SEMH needs, safeguarding concerns, SEND and barriers to attendance that have not always previously been identified or effectively addressed. All students are placed on the school's SEND register on arrival, reflecting their need for support beyond that typically available within mainstream settings.

In response, leaders have strengthened the identification and communication of need through a comprehensive SEND database. This provides staff with accessible information about individual students' needs and ensures that appropriate strategies and reasonable adjustments are consistently understood and implemented across the provision. This is complemented by student passports, personalised targets and Pastoral Support Plans (PSPs).

Curriculum and personal development

Our curriculum is designed to re-engage students with education, address gaps in learning and provide appropriate academic and personal development pathways. Students access a broad range of subjects alongside enrichment and therapeutic opportunities. The developing **Passport to Life** curriculum provides a particular focus on independence, resilience, life skills and preparation for adulthood.

Leaders continue to refine curriculum pathways in response to students' starting points and identified barriers. There is a particular focus on improving literacy and numeracy, supporting SEMH needs and ensuring that students develop the knowledge and skills required for successful reintegration, progression or transition.

Induction is carefully planned to establish positive relationships and help students understand themselves as learners. Students are supported to develop self-awareness, recognise barriers to their progress and acquire strategies that enable them to take increasing responsibility for their learning, behaviour and wellbeing. Our ambition is for students to develop greater autonomy and a positive growth mindset rather than becoming dependent on the additional structures of alternative provision.

Strategic development of provision

Leaders have continued to make significant strategic investment in the quality and suitability of the school's physical environment. The substantial remodelling of the Milton site has modernised the provision and created a more purposeful and nurturing environment aligned with our trauma-informed approach. Although the works required the temporary relocation of the Primary team to St Martins Primary School, leaders maintained continuity of education and minimised disruption for students.

The St Martins provision remains an important part of our developing outreach model and provides opportunities to strengthen partnership working with mainstream schools. As demand for Primary outreach increases, leaders intend to further develop this provision to support earlier intervention and enable more students to remain successfully engaged in mainstream education.

The redevelopment of the Oldmixon provision is a significant longer-term strategic priority. The existing site has substantial limitations and has been identified as unsuitable for the future delivery of high-quality secondary PRU provision. Planning is progressing for the provision to be rebuilt on an alternative site. This will provide an opportunity to design an environment around the needs of students and the school's trauma-informed approach, rather than being constrained by the limitations of the existing building.

In the interim, leaders continue to ensure that students accessing the Oldmixon site receive appropriate and responsive provision, with a clear focus on engagement, behaviour, learning and wider outcomes.

Leadership, governance and capacity

The leadership team has strengthened significantly. The Principal has been substantively in post since September 2024. The Vice Principal joined in April 2025, with a new SENDCo and Head of Medical joining in September 2025. The Head of Primary has provided sustained leadership since 2020.

This strengthened leadership capacity has supported greater consistency across phases and a more coherent approach to SEND, curriculum, pastoral provision and student support. Leaders are increasingly using shared systems, including SEND information, PSPs and student passports, to ensure that students' needs and personalised targets are understood and addressed consistently.

Governance has also been strengthened following significant changes to the Management Committee. New members have been recruited, and a professional development programme has been implemented for new and existing members. This has increased the committee's understanding of the school's context and its capacity to provide appropriate challenge and support as VLC enters its next phase of development.

Leaders work closely with the North Somerset Head of Inclusion and contribute to the development of the North Somerset Inclusion Toolkit. The Principal and Head of Primary also attend the North Somerset Primary and Secondary Inclusion Panels fortnightly, providing advice and challenge to mainstream colleagues and supporting approaches designed to prevent unnecessary permanent exclusion.

Outreach, inclusion and impact

VLC's outreach provision has developed substantially over the last two years and is an increasingly important part of the school's contribution to the wider North Somerset inclusion strategy.

During 2025–26, VLC Outreach supported 73 primary students across 31 schools and 32 secondary students across six schools. The provision is designed to provide timely, targeted intervention before difficulties escalate to permanent exclusion and to support students to remain engaged in mainstream education wherever possible.

The outreach offer has continued to broaden and now includes Family Thrive, sports coaching, Thrive/Thera play interventions and targeted support delivered both within VLC and in mainstream settings. In 2026–27, the school is also developing a dedicated offer for students experiencing Emotionally Based School Avoidance (EBSA).

This preventative work sits alongside VLC's contribution to the wider North Somerset inclusion strategy. Permanent exclusions reduced significantly from 47 in 2023–24 to 20 in 2024–25, although this increased to 29 in 2025–26. Leaders therefore recognise that, while there is evidence of positive impact from the wider inclusion and outreach strategy, further work is required to sustain and strengthen this impact, particularly in relation to secondary permanent exclusions.

VLC will continue to expand its outreach offer and develop the Inclusion Toolkit during 2026–27. The strategic aim is to ensure that students at risk of exclusion receive timely and appropriately targeted support, enabling them, wherever possible, to remain successfully in mainstream education or to return to it. Where this is not appropriate, VLC aims to provide a high-quality alternative pathway that enables students to make progress towards their next stage of education, employment or training.

Progress against previous inspection findings

The 2022 Ofsted inspection identified two key areas for improvement:

"Leaders should ensure that there is a clear and intentional approach to collaborative working across the three phases to impact positively on learning for all students."

"Leaders need to ensure that staff have the right knowledge and understanding of students' specific needs so that they are more precise in the adaptations they make to learning."

Leaders have made clear and measurable progress against both recommendations.

Collaborative practice across phases has strengthened through greater consistency in systems, shared expectations and the use of common approaches to identifying and responding to student need. The introduction and development of the SEND database, student passports, personalised targets and Pastoral Support Plans have improved the flow of information between teams and strengthened staff understanding of individual students.

These systems provide staff with clearer information about students' strengths, barriers and specific needs and support greater consistency in the adaptations made to learning and pastoral provision. Leaders recognise, however, that the effective implementation of these systems remains an ongoing priority. The next stage is to ensure that the quality and precision of classroom adaptations are consistently strong across all phases and that leaders can demonstrate clearly the impact of these approaches on students' learning and outcomes.

Overall, VLC has strengthened its leadership capacity, improved systems for identifying and responding to need, expanded its preventative outreach work and invested significantly in its physical environment. The next phase of improvement is focused on securing greater consistency across all provision, demonstrating stronger measurable impact on student outcomes and further developing the capacity of VLC to prevent exclusion and improve inclusion across North Somerset.

Safeguarding

Safeguarding Standard	Evidence	
Leaders have established an open culture in which safeguarding is everyone's responsibility. Multi-agency working is effective. There is strategic oversight of all aspects of safeguarding and promoting the welfare of students. Leaders actively try to learn from safeguarding cases and incidents and take any action needed	• Safeguarding is a central priority at VLC and is underpinned by robust systems and strong leadership oversight. • All safeguarding concerns are recorded on CPOMS and are reviewed daily by the Head of Centre and Principal to ensure appropriate oversight and timely action. • Senior leaders receive automatic alerts for all safeguarding concerns logged on the system. • Safeguarding concerns are initially triaged by the phase Designated Deputy Safeguarding Lead (DDSL) and escalated to the Designated Safeguarding Lead (DSL) where appropriate. This ensures effective oversight and prompt responses. • The safeguarding team consists of five trained members, ensuring concerns are followed up promptly and in line with statutory requirements. • Safeguarding is a standing agenda item in line management meetings involving the DSL and DDSLs, allowing leaders to review cases, identify emerging trends and strengthen safeguarding practice. • Leaders regularly review the categories and use of CPOMS to ensure that recording reflects both contextual safeguarding risks and national safeguarding trends. • Safeguarding procedures are regularly reviewed to ensure the effective storage, transfer and receipt of safeguarding information when students join or leave the provision. • The school has strong multi-agency working arrangements and works closely with local safeguarding partners. • VLC contributes to the North Somerset Multi-Agency Child Safety (MACS) Panel and the Joint Targeted Area Inspection (JTAI) Panel. • The Family Liaison Officer attends Bournville One, a multi-agency information-sharing forum that supports awareness of emerging safeguarding issues locally. • The Head of Medical attends half-termly meetings with CAMHS leads and clinical psychologists to support coordinated responses to students with mental health needs. • The school maintains regular communication with mainstream schools to support safeguarding arrangements for students who are dual registered or transitioning back to mainstream education. • The Principal sends weekly emails to all staff, each of which includes a safeguarding question that reflects contextual safeguarding risks and concerns relevant to young people in North Somerset. These questions encourage staff to reflect on current	

	safeguarding issues, consider how they may affect students within the school community and reinforce their understanding of their safeguarding responsibilities. The questions are also discussed during phase briefings, providing opportunities for professional dialogue, shared learning and consistent approaches to identifying, understanding and responding to safeguarding concerns.	
Students are kept safe and feel safe. Their voices are heard, including the voices of students who are not on the school site (whether long term, temporarily or for part of the school day). Teaching students about how they can stay safe and when they may need help is embedded across the curriculum. Students and parents know who to go to for support	• Students report that they feel safe and know who to speak to if they are worried or need support. • Safeguarding education is embedded throughout the PSHE curriculum, ensuring that students develop the knowledge, skills and confidence to recognise risks, make informed decisions and keep themselves safe. The curriculum is responsive to the needs, experiences and potential vulnerabilities of students within the local community. • The school follows guidance from the North Somerset safeguarding lead and uses resources recommended by Pol-Ed and North Somerset to ensure that safeguarding education reflects current national and regional priorities and concerns. This supports the delivery of relevant, age-appropriate learning that raises students' awareness of safeguarding issues and equips them with the knowledge and strategies needed to seek help and protect themselves and others. • The curriculum promotes resilience, informed decision-making and an understanding of risk. • External professionals regularly contribute to safeguarding education, including representatives from the police, the Prevent team, North Somerset safeguarding and family wellbeing teams and charitable organisations. • These sessions provide students with relevant and up-to-date guidance to support safer decision-making and reduce risk-taking behaviours. • The school works proactively with parents and carers to promote safeguarding awareness and share information about local and national safeguarding risks. • Tutors maintain regular communication with families to strengthen joint working and support student wellbeing.	
All staff are vigilant and carry out their responsibilities effectively to keep students safe. Staff understand the signs of possible safeguarding concerns. They respond by following the school's systems confidently and consistently	• All staff complete the annual safeguarding refresher training delivered by North Somerset Council. • Staff also complete additional safeguarding training, including online safety and contextual safeguarding.	

	• Safeguarding is discussed regularly in phase meetings to ensure staff remain aware of emerging issues and local safeguarding risks. • Staff receive regular updates and guidance to strengthen vigilance and professional confidence in responding to safeguarding concerns. • Weekly safeguarding questions are discussed during phase briefings to encourage professional reflection and reinforce safeguarding procedures. • Staff understand how to recognise safeguarding concerns and use CPOMS confidently to record and escalate concerns appropriately.	
Leaders fulfil their responsibilities in relation to child-on-child violence. This includes (but is not limited to) bullying, physical abuse (including physical assault and harm (or the threat of harm) with a weapon), sexual violence and harassment, and domestic abuse in students' own intimate relationships (teenage relationship abuse)	• Leaders ensure that safeguarding systems recognise and respond to child-on-child abuse, including bullying, physical abuse, sexual harassment and sexual violence. • Staff receive training to recognise and respond appropriately to these concerns. • All incidents are recorded and reviewed through safeguarding systems to ensure appropriate support and follow-up actions.	
Leaders know and fulfil the statutory requirements for safeguarding. These include managing safer recruitment, reporting, referrals, recordkeeping and the Prevent duty	• Leaders ensure safeguarding systems meet statutory requirements, including the recording, monitoring and escalation of safeguarding concerns. • Clear procedures are in place for information sharing and referrals where concerns meet safeguarding thresholds. • Prevent duty responsibilities are addressed through staff training and student education delivered through the curriculum and visiting professionals. • The Single Central register is regularly audited by leaders and the Management Committee	
The school has clear and accessible policies and procedures that keep students safe. Leaders are receptive to challenge and are reflective about their own practices. This means that the impact of safeguarding policies, systems and processes is kept under continual review	• The Safeguarding and Child Protection Policy is clear, accessible and reviewed regularly to reflect current statutory guidance. • The policy clearly outlines staff roles and responsibilities for safeguarding. • Staff understand the importance of escalating concerns to the DSL or DDSLs. • Leaders regularly review safeguarding practice to ensure policies and procedures remain effective.	

Leaders ensure that staff's work is monitored and that they get appropriate supervision and support. The conduct and behaviour of staff are appropriate. Leaders follow local authority procedures in managing safeguarding concerns or allegations about adults	• Safeguarding practice is monitored through regular leadership oversight and line management processes. • Leaders maintain ongoing dialogue with staff to ensure safeguarding responsibilities are understood and consistently applied.	
Where appropriate, leaders have resolved any minor safeguarding issues identified during the inspection or are taking steps to resolve them	• Leaders regularly review safeguarding systems and procedures to identify areas for improvement. • Learning from safeguarding cases and reviews is used to strengthen practice and ensure safeguarding arrangements remain effective.	

Strengths	**Next Steps**
• Strong safeguarding leadership, oversight and accountability. Safeguarding is a central priority at VLC, supported by robust systems and clear leadership responsibilities. The effective use of CPOMS, daily monitoring of concerns by senior leaders, automatic alerts and a structured DSL/DDSL triage system ensure that concerns are identified, reviewed and acted upon promptly. Regular audits and reviews ensure that safeguarding arrangements remain compliant with statutory requirements and responsive to emerging risks. • Effective multi-agency working and a proactive approach to contextual safeguarding. VLC has established strong partnerships with local safeguarding agencies and external professionals, including active involvement in the MACS and JTAI panels. Regular information sharing with local partners, CAMHS, mainstream schools and families supports a coordinated approach to identifying and responding to students' vulnerabilities. Weekly safeguarding updates and questions also ensure that staff remain alert to local and national safeguarding priorities. • A strong safeguarding culture where students and staff understand their responsibilities. Safeguarding is embedded across staff training, phase	• Further strengthen the use of safeguarding data to identify patterns and evaluate impact. Continue to develop the analysis of CPOMS information to identify recurring themes, patterns of vulnerability and emerging contextual safeguarding risks across different student groups. Ensure that analysis is used systematically to inform targeted interventions, staff training, curriculum development and strategic safeguarding priorities. • Further evaluate the impact of safeguarding education on students' knowledge and behaviours. Develop more systematic approaches to assessing how effectively students retain and apply safeguarding knowledge beyond taught sessions. This should include evaluating whether students can recognise risks, make safe choices, seek help appropriately and apply their learning to real-life situations, particularly in relation to online safety, exploitation, peer-on-peer abuse and contextual risks. • Strengthen the evaluation of safeguarding interventions and multi-agency outcomes. Further develop systems for evaluating the impact of safeguarding actions, referrals and multi-agency

briefings and the PSHE curriculum. Students receive relevant, age-appropriate safeguarding education that develops their understanding of risk, resilience and safer decision-making. External professionals enhance this provision, while students report that they feel safe and know who to approach if they have a concern. Staff demonstrate an understanding of reporting procedures and use CPOMS confidently.	interventions, including whether these have resulted in improved outcomes for individual students. This should include consistently capturing the impact of support, reviewing the effectiveness of actions taken and using this learning to inform future practice and continuous improvement.

Inclusion

Standard	Evidence	RAG Rating
Leaders identify students' needs quickly and accurately, including any emerging or changing needs. This includes the needs of disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.	• Leaders use a range of systems to identify and monitor students' needs effectively. • Pastoral Support Plans are regularly quality assured to ensure that targets are appropriate, ambitious and aligned with the outcomes identified in students' Education, Health and Care Plans (EHCPs). • Individual interventions and EHCP reviews enable leaders and staff to identify emerging or changing needs and respond promptly. • The VLC SEND Database, developed in 2022–23, has strengthened information sharing across the school. It ensures that assessment updates, support strategies and key information are accessible to all staff. • Leaders are refining the database further to improve communication, track engagement and progress more closely, and enable timely and targeted interventions. • Leaders closely monitor the needs and progress of disadvantaged students, including those eligible for student premium.	
Leaders have high expectations for these students. Typically, the support they provide (following specialist advice if needed) reduces barriers to their learning and/or well-being.	• Leaders maintain high expectations for all students, including those with SEND and those who are disadvantaged. • Support strategies are personalised and aligned with students' individual needs and EHCP outcomes. • Attendance and attainment for students with Education, Health and Care Plans (EHCPs) have improved. In 2026,75.27% of students with EHCPs achieved English and mathematics GCSEs at grades 1–9, compared with 57.29% of students without EHCPs. • Leaders have identified that student premium students previously did not achieve in line with their peers and have strengthened target-setting and review processes to address this.	

	• The reinstatement of the Family Liaison Officer and the Offsite provision Coordinator roles have strengthened communication with families and improved support for vulnerable students. • Leaders are prioritising opportunities to broaden students' experiences through the School Development Plan, which aims to improve outcomes and develop students' cultural capital.	
Leaders take a graduated approach (as explained earlier), which means students' needs are generally met. Staff receive suitable training and support to implement this approach	• Leaders have prioritised a needs-focused approach in response to the 2022 Ofsted recommendation that teachers did not always address students' specific learning needs when delivering personalised learning. • This has resulted in stronger personalisation and improved support for students with SEND. • Staff demonstrate increased confidence and consistency in implementing the graduated approach to support students' learning and wellbeing. • Staff benefit from a coherent and well-planned CPD programme aligned with the School Development Plan. • Staff engagement in professional development is strong, with 94% of staff reporting that leaders provide relevant and effective CPD. • Training opportunities include both internal and external professional development to strengthen staff expertise in meeting students' needs. • A clear focus on quality first teaching forms part of the strategic plan for 2026-2027 to ensure all students receive a high level of teaching to meet their needs.	
Leaders have a secure understanding of these students' needs and the progress they make. They use appropriate evidence to inform their student premium strategy, including when selecting approaches to take. The strategy and approaches are generally understood and implemented by staff	• Leaders analyse progress, assessment and destination data carefully to evaluate the effectiveness of support strategies. • This evidence indicates that current strategies are more effective than in previous years in reducing barriers to learning and improving outcomes. • The student premium strategy is evidence-informed and closely monitored by leaders. • Actions taken have contributed to narrowing attainment gaps and increasing participation in enrichment opportunities and wider learning experiences. • Leaders continue to strengthen monitoring and evaluation processes to ensure that support for disadvantaged students have a positive impact on their attainment, progress and engagement in school. This is supported through regular Education, Health and Care Plan (EHCP) reviews, Pastoral Support Plan (PSP) reviews and effective multi-agency working. These processes enable leaders and staff to review individual needs, evaluate the effectiveness of interventions, identify any barriers to learning and ensure that appropriate support is in place. Collaboration with families and external	

	professionals helps to ensure that provision remains responsive to students' needs and promotes improved outcomes, engagement and well-being.	
The qualified SENCo has sufficient authority within the leadership structure to make a positive difference for students with SEND.	• The SENDCo plays a central role in coordinating SEND provision and ensuring that students' needs are identified and supported effectively. • The SENDCo works closely with leaders and staff to ensure that provision aligns with students' needs and EHCP outcomes. Regular meetings allow early identification of needs and appropriate interventions to support with student progress. • The SEDN database id a key tool in communicating students SEND needs and is used across the school. • Regular monitoring and quality assurance processes ensure that provision remains focused on improving outcomes for students with SEND.	
Leaders are committed to, and understand, their role in the local area partnership's strategy to improve the experiences of, and outcomes for, students with SEND. Where appropriate, they ensure that local partnership strategies have a positive impact on students at the school.	• Leaders work closely with external professionals and services to ensure that students with SEND receive appropriate support • Collaborative working with external agencies helps ensure that students' educational, social and emotional needs are addressed effectively. • Leaders continue to strengthen communication systems and information sharing to support coordinated support for students. • Leaders effectively monitor and evaluate the support provided to disadvantaged and vulnerable students through regular EHCP reviews, involvement in the Inclusion Panel and Section 19 Panel, and active participation in multi-agency meetings. These processes enable leaders to work collaboratively with families, external agencies and professionals to review students' individual needs, assess the impact of support and identify appropriate next steps. This joined-up approach helps to remove barriers to learning, improve attendance and engagement, and ensure that provision is responsive to students' changing needs. Leaders continue to use information gathered through these reviews and meetings to inform decision-making and strengthen outcomes for students.	
Leaders support students who are known (or previously known) to children's social care, including looked-after and previously looked after children, well. Staff work effectively,	• Leaders work closely with external professionals and families to ensure that vulnerable students receive appropriate support. • Strong communication with families, supported by the Family Liaison Officer, enables the school to respond effectively to barriers affecting students' learning and wellbeing. • Leaders prioritise targeted interventions to support vulnerable students' engagement and progress.	

including with the virtual school, so that students' personal education plans generally improve their learning opportunities and experiences.	• Leaders liaise with the virtual school to ensure support is provided on all levels.	
Alternative provision is commissioned appropriately and is used in students' best interests. Leaders take responsibility for the education and welfare of students who are placed in it	• Leaders maintain oversight of students accessing alternative provision to ensure that placements meet their educational and wellbeing needs. • Communication between providers and the school supports monitoring of engagement, progress and welfare. • Each place in AP is quality assured to ensure that statutory requirements are met and the effectiveness of placements are evaluated regularly.	

Strengths	**Next Steps**
• Leaders have established robust systems to identify and monitor students' needs, including quality-assured Pastoral Support Plans, regular EHCP reviews and a well-developed SEND database that strengthens information sharing across the school. • Leaders maintain high expectations for all students, with personalised support aligned to individual needs and EHCP outcomes, contributing to improved attendance and attainment for students with EHCPs. • A clear, needs-focused approach to teaching and learning has strengthened personalisation, with staff demonstrating increasing confidence and consistency in implementing the graduated approach. • Leaders provide a coherent and well-planned professional development programme, enabling staff to develop expertise in meeting the needs of students with SEND and vulnerable learners.	• Continue to strengthen monitoring and evaluation of support for student premium students to ensure attainment matches that of their peers. • Complete and embed the revised SEND database to ensure even more consistent communication and monitoring across the school and across the Outreach students. • Increase opportunities for enrichment and cultural capital, particularly for disadvantaged students. • Continue to refine systems for evaluating and reporting the impact of interventions to ensure provision remains evidence-led and sharply focused.

• Strong leadership, monitoring and partnership working ensure coordinated support for vulnerable students, including effective collaboration with families, external agencies and alternative provision	

Curriculum and teaching

Standard	Evidence	RAG Rating
Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement.	• This is the fourth year of the school's five-year strategic development plan, which focuses on embedding a shared understanding of the school's mission: to enable students to achieve more than they believe is possible and develop the skills to lead active and fulfilling lives. • Leaders regularly review curriculum quality and teaching practice to ensure the curriculum remains responsive to students' needs. Middle leaders meet regularly with senior leaders and staff teams to develop the curriculum and ensure it meets the needs of all students, across all cohorts. They are developing action plans to ensure high-quality teaching and achievement is evident throughout • In 2023–24, leaders conducted a comprehensive review of the curriculum across all three phases. This resulted in a shared curriculum framework built around three interdependent elements: Core Learning, Wider Learning and Personal Development. • Middle leaders review faculty curriculum maps to ensure clarity of intent, identify gaps in knowledge and ensure aspirational learning outcomes for all students. • Lesson observations, work scrutiny and curriculum reviews are used to monitor the implementation and impact of teaching strategies. • Leaders deploy specialist teaching assistants to support targeted interventions based on assessment and induction data.	

	• Leaders are currently reviewing the delivery of academic and personal development interventions to ensure they are having maximum impact on closing gaps in learning.	
Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned.	• The curriculum is designed to support both academic achievement and students' social-emotional development. The curriculum model integrates three elements: -Core Learning (Literacy and Numeracy) -Wider Learning (Broader Curriculum) -Personal Development This framework ensures that academic learning and personal development are interdependent and responsive to students' needs. • During 2024–25, middle leaders undertook a comprehensive review of faculty curriculums and developed clear learning pathways aligned with the three curriculum elements. These pathways provide a coherent structure that ensures: ○ clear curriculum intent across subjects ○ identification of gaps in knowledge and skills ○ Aspirational learning outcomes for all students. • Leaders are developing personalised curriculum pathways to meet the diverse needs of students, including alternative and vocational opportunities. • The 'Passport for Life' curriculum was piloted during 2024–25 and will be fully implemented across the school in 2027–28. • This work supports students to make sustained progress and, where appropriate, achieve in line with their peers in mainstream education. • Faculty's meet termly to discuss the curriculum with a focus on the termly driving question.	
Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of students' needs	• Teachers use assessment information and knowledge of students' starting points to plan lessons that address gaps in learning. • All students complete the induction programme where gaps in learning and effective strategies are identified. • Lessons are designed to be scaffolded and responsive to students' individual needs. • Staff adapt learning creatively to overcome barriers to engagement and learning.	

and starting points and an evidence-informed understanding of effective teaching and how students learn.	• Teachers prioritise identifying and addressing gaps in students' knowledge and skills. • Personal development is integrated across the curriculum, supporting students' emotional regulation, independence and readiness to learn. • Trauma-informed approaches underpin classroom practice and help create a safe and supportive learning environment. • The school's work in this area has been recognised externally, with students described as having the support they need to thrive personally and academically.	

Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach.	• All subjects are taught by subject specialists.
	• Staff are supported through a coherent professional development programme aligned with school development priorities.
	• The VLC Teaching and Learning Toolkit (established in 2021 and updated in 2026) provides a shared framework for high-quality pedagogy across the school. The Toolkit includes an updated curriculum intent, strategic curriculum plan for the year and relevant evidence-based strategies to support teaching and learning.
	• CPD priorities focus on key areas including:
	  ○ literacy development
	  ○ high-quality SEND teaching
	  ○ trauma-informed practice.
	• Staff professional development also includes work on supporting students' executive functioning skills (EFS), with training delivered through whole-school and faculty CPD.
	• Performance management targets support the implementation of teaching and learning strategies within classrooms, aligned with the yearly driving question.
	• Termly teaching and learning meetings allow cross phase and cross subject collaboration. The meetings focus on the termly driving question and sharing good practice.	

Leaders ensure that all students who are at the early stages of learning to read are taught to do so through systematic synthetic phonics.	• Literacy development includes a focus on building a reading culture, embedding Tier 2 vocabulary and strengthening subject-specific literacy. • Phonics interventions are used, where appropriate, to support students at the early stages of reading development. • Programmes such as ULS Phonics and Nessy are used to support students' phonological awareness and decoding skills. • Staff within the secondary phases are trained in That Reading Thing and Catch Up Literacy to support older learners.	

Leaders and staff are particularly aware of students who have not yet secured the necessary foundations in communication and language, reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge	• There is a strong focus on ensuring students develop literacy and numeracy skills so that they can achieve outcomes comparable with their peers.
	• Initial assessments identify gaps in knowledge when students join the school.
	• A range of targeted interventions support students who require additional support in reading and numeracy, including:
	  ○ That Reading Thing
	  ○ Catch Up Literacy
	  ○ IDL
	  ○ Catch Up Numeracy
	  ○ guided reading and comprehension activities.
	• Vocabulary development is embedded across subjects through consistent use of strategies such as Word of the Week and subject-specific vocabulary teaching.
	• Reading and oracy activities are incorporated throughout the school day, including during tutor time and supported break times. Communication skills lessons are being trialled within the curriculum to develop students' oracy and debate skills.	

Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary.	• Initial assessments and induction data are used to identify students' starting points and gaps in learning. • Teachers use assessment information to plan targeted interventions and adjust teaching where needed. • Progress and engagement are monitored through a range of systems, including Pastoral Support Plans and assessment reviews. • Leaders are continuing to refine assessment systems to ensure interventions are accurately targeted and effective	
Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the	• Leaders ensure that teaching is supported by targeted interventions designed to address specific learning needs. • Specialist teaching assistants provide tailored support informed by assessments and EHCP targets. • The VLC SEND Database supports staff in accessing key information, including assessment updates, interventions, PSPs, student passports and EHCP targets. • This system supports a consistent, needs-focused approach to teaching and curriculum adaptation. • Staff are developing strategies to support students' executive functioning skills through personalised targets in Pastoral Support Plans. • Faculties have developed subject-specific strategies to address barriers to learning, for example focusing on working memory, task initiation, planning and organisation.	

curriculum or teaching for particular students are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	• Leaders are continuing to refine the SEND database so that it becomes a centralised resource for staff to access information about students' needs. • All staff attend INSET and T+L meetings which focus on high-quality teaching strategies, supporting all learners and ensuring progress. • Exam Access Arrangements are identified for all KS4 students to support with learning and necessary adaptations.	

Strengths	**Next Steps**
• Leaders have established a coherent and ambitious curriculum framework built around Core Learning, Wider Learning and Personal Development, ensuring academic learning and personal development are closely integrated. • Curriculum design is regularly reviewed and refined, with middle leaders developing clear learning pathways that identify knowledge gaps and set aspirational outcomes for all students. • Teaching is responsive to students' starting points, with lessons carefully scaffolded and adapted to address gaps in knowledge, remove barriers to learning and support engagement. • Staff benefit from a strong professional development programme, which promotes consistent high-quality teaching including SEND, literacy and trauma-informed practice.	• Embed greater consistency and clarity in executive functioning targets within Pastoral Support Plans. • Fully implement the 'Passport for Life' curriculum across the school. • Extend trauma-informed strategies across all phases and classrooms. • Finalise the development of the SEND database as a centralised support tool and training to equip staff with updated knowledge on how to make full use of it. • Continue to strengthen literacy and numeracy strategies through middle leadership and faculty practice. • Ensure high-quality teaching is delivered consistently across all phases.

• Leaders prioritise literacy and numeracy development, using robust assessment, targeted interventions and consistent vocabulary and reading strategies to help students achieve outcomes comparable with their peers.	• Leaders to review assessment opportunities to ensure they are effective and support the curriculum development.

Achievement

Standard	Evidence	RAG Rating
On the whole, students are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their	• The 2026 examination outcomes at Voyage Learning Campus (VLC) demonstrate that students continue to make positive progress towards recognised qualifications and their next stage of education, training or employment. Students access a broad and increasingly diverse range of academic and vocational qualifications, reflecting leaders' commitment to inclusive, personalised curriculum pathways. • Students gained qualifications across a range of academic and vocational areas, including: • GCSEs • Entry Level Certificates • Functional Skills qualifications at Levels 1 and 2 • BTEC Level 1 and 2 Awards in Home Cooking Skills • ABC Awards in Motor Vehicle Studies	

responses and the work they produce.	• Unit Award Scheme accreditations. • Arts Awards • The range of qualifications available enables students to follow pathways that reflect their individual starting points, strengths, aspirations and barriers to learning. • The 2026 GCSE outcomes demonstrate particularly strong performance in several subjects. Art & Design was a significant area of strength, with 78% of students achieving grades 9–4 and 94% achieving grades 9–1. Citizenship also performed strongly, with 78% achieving grades 9–4 and 100% achieving grades 9–1. Biology achieved 91% at grades 9–1, demonstrating that students can achieve strong academic outcomes when curriculum, teaching and individualised support are well matched to their needs. • There has also been an increase in GCSE participation in key subjects. English Language entries increased from 22 students in 2025 to 24 in 2026, while Maths entries increased from 26 to 29. This demonstrates the school's commitment to providing students with opportunities to gain recognised qualifications despite complex individual circumstances and disrupted educational histories. • Vocational learning remains an important component of the curriculum. In 2025, students achieved qualifications in Home Cooking Skills and Motor Vehicle Studies, providing opportunities to develop practical skills, confidence and recognised accreditation that can support future education, training and employment. • The Unit Award Scheme continues to provide an accessible way for students, particularly those in Years 8–11, to experience success and develop confidence. Leaders are continuing to explore how this accreditation can be used more strategically alongside English and mathematics and as a stepping stone towards higher-level qualifications. • Leaders have also developed the **VLC** Passport for Life, which recognises personal development, independence and life skills. This provides an additional framework through which students can develop the knowledge, skills and confidence required beyond school. • Exam Access Arrangements are used effectively to ensure that eligible students can access external examinations appropriately. This established a strong and supportive examination process which continues to underpin students' ability to demonstrate their knowledge and skills.	
Students develop the foundational knowledge and skills they need, including language and communication skills. Students who are at the start of their	• Leaders prioritise the development of foundational literacy and numeracy skills across the school. This is particularly important because many students joining VLC have experienced disrupted education and arrive with significant gaps in prior learning. • Baseline assessment, individual assessment and regular student progress reviews are used to identify gaps in knowledge and determine appropriate intervention and support. A wide range of interventions are available across the phases to ensure students are supported in developing their skills and filling the gaps.	

<table>
<tr>
<td>education (and older students, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in students' foundational knowledge or skills are closing quickly.</td>
<td>

Within the primary phase, strong progress in foundational literacy has been demonstrated through targeted phonics and reading intervention. Last academic year, we did not have any primary PEXs. The students who had previously been with us have all successfully transition back to mainstream.
Leaders use student progress reviews to identify students who are not making sufficient progress and to establish appropriate next steps.
The 2026 GCSE outcomes indicate that foundational skills remain an important area of development at secondary level. English Language achieved 83% grades 9–1, demonstrating that the majority of students successfully gain a recognised qualification. However, only 29% achieved grades 9–4, compared with 36% in 2025. This indicates that, while many students secure a qualification, a greater proportion need support to develop the higher-level reading, writing, inference, evaluation and examination skills required for stronger outcomes.
Mathematics presents a similar picture. Although 29 students were entered in 2026, only 8% achieved grades 9–4, while 81% achieved grades 9–1. The results indicate that students are increasingly accessing qualifications but that gaps in mathematical knowledge, problem solving and examination technique continue to limit higher attainment.
Leaders have appropriately identified these areas as priorities for improvement and are developing more precise question-level analysis to identify gaps in students' knowledge, understanding and performance. This analysis will inform targeted interventions to address misconceptions, close gaps in learning and improve outcomes for all students. Middle leaders are developing faculty action plans that focus on ensuring all students receive appropriate support and that teaching and learning priorities are addressed effectively. These plans are informed by the findings of last year's teaching and learning (T&L) audits and analysis of student outcomes, ensuring that identified areas for development are translated into clear actions to strengthen classroom practice, improve progress and raise attainment across faculties.

</td>
<td></td>
</tr>
<tr>
<td>On the whole, students achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for</td>
<td>

The 2026 examination outcomes demonstrate continued strengths in student achievement alongside clear areas for further development.
The school has increased the number of students entering GCSE examinations in several subjects. This is a positive development given the complexity of the VLC cohort and the significant barriers to learning experienced by many students.
The strongest 2026 outcomes were:

<table>
<tr><th>Subject</th><th>Entries</th><th>Grades 9-4</th><th>Grades 9-1</th></tr>
<tr><td>English Language</td><td>24</td><td>29%</td><td>83%</td></tr>
</table>
</td>
<td></td>
</tr>
</table>

disadvantaged students.					

Maths	29	8%	81%
Biology	22	18%	91%
Art & Design	18	78%	94%
Citizenship	9	78%	100%

- Art & Design was an outstanding area of performance. Although entries reduced from 25 in 2025 to 18 in 2026, the proportion achieving grades 9–4 increased significantly from 56% to 78%, while 94% achieved grades 9–1.
- Citizenship also demonstrated significant improvement. The proportion achieving grades 9–4 increased from 50% in 2025 to 78% in 2026, while all students achieved grades 9–1.
- Biology remained a strong subject. Entries remained at 22, with grades 9–4 improving from 14% to 18%. Although grades 9–1 reduced slightly from 97% to 91%, the large majority of students continued to achieve a recognised qualification.
- English Language and Maths remain the key areas for development. English entries increased, but grades 9–4 reduced from 36% to 29%. Maths entries increased from 26 to 29, but grades 9–4 reduced from 24% to 8%.
- The outcomes therefore demonstrate an important distinction: VLC is increasingly successful in enabling students to access qualifications, but the next stage is to maximise the proportion achieving stronger grades.
- When considered against national PRU outcomes, VLC performs strongly in several areas. In 2026, Art & Design achieved 78% at grades 9–4 compared with approximately 31% nationally for PRUs; Biology achieved 18% compared with approximately 7%; and English Language achieved 29% compared with approximately 13%. Maths, at 8%, remains below the cited national PRU comparison of approximately 13%.
- The results should be interpreted within the context of a cohort that may have experienced significant disruption to education, complex barriers to learning and individual circumstances that affect engagement and attainment.

Disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally	• The majority of students at VLC have SEND and many have experienced disrupted or unsuccessful educational experiences prior to joining the school. Leaders and staff have a strong understanding of the individual barriers faced by students and use personalised provision, assessment and pastoral support to enable them to re-engage with education. • Progress is monitored through regular assessment and student progress reviews. These processes enable staff to identify emerging barriers and establish appropriate interventions. • Within the primary phase, all students made strong progress in their social and emotional development through the Thrive approach. Students transitioning from the phase were assessed as working at an appropriate developmental stage for their age, demonstrating that they no longer required targeted Thrive SEMH intervention.	

make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.	• The school also works proactively with mainstream schools to prevent exclusion and improve educational outcomes for vulnerable students. • During the academic year: • The VLC PEX Prevention Outreach Programme supported 105 students across North Somerset schools, including 73 primary-aged students from 31 schools and 32 secondary-aged students from 6 schools. These students had been raised at Inclusion Panel due to concerns about potential permanent exclusion. The programme provided targeted outreach support to help prevent permanent exclusion, improve engagement and promote positive educational outcomes, supporting schools to maintain vulnerable students in education • Students' examination outcomes also demonstrate that SEND and previous disruption do not prevent students from achieving recognised qualifications. Strong outcomes in Art & Design, Citizenship and Biology demonstrate that, when provision is appropriately matched to individual need, students can achieve highly.	

Strengths	**Next Steps**
1. Personalised curriculum and pathways The curriculum is increasingly well matched to students' individual starting points, needs, interests and future aspirations. Students have access to a broad range of academic, vocational and internally accredited qualifications, enabling them to work towards meaningful outcomes that support their next steps. 2. Strong outcomes in key curriculum areas Students achieve well in a number of subjects despite often having significant barriers to learning. Particularly strong outcomes in Art & Design, Citizenship and Biology demonstrate that personalised provision and effective teaching can enable students to achieve highly. English Language outcomes are also positive when compared with the national PRU picture. 3. Increasing access to recognised qualifications The number of GCSE entries has increased, demonstrating leaders' commitment to ensuring students have appropriate access to recognised qualifications. Vocational and internal accreditation	1. Improve the proportion of students achieving grades 4 and above Leaders recognise the need to increase the proportion of students achieving grades 4+ across the VLC, with a particular focus on English and mathematics. A consistent whole-VLC approach is required to ensure that students who are capable of achieving higher grades are identified and supported effectively. 2. Strengthen the use of assessment information Assessment information is not yet used consistently enough to identify gaps at the earliest opportunity or to measure progress from individual starting points. Leaders should strengthen the use of baseline and standardised assessment, alongside more systematic question-level analysis, to inform teaching and intervention. 3. Make intervention more precise and measurable Interventions should be increasingly sharply matched to individual learning gaps. In particular, greater focus is required on reading comprehension, inference, evaluation, extended writing, mathematical fluency and problem-solving. Leaders should ensure that the impact of

opportunities provide additional pathways for students to develop practical skills and prepare for further education, training and employment. 4. Effective understanding of individual needs Staff have a strong understanding of students' individual starting points, barriers to learning and SEMH needs. Leaders identify foundational literacy and numeracy gaps and provide targeted support. Effective pastoral provision, phonics intervention and the use of Thrive within the primary phase contribute to improved engagement and progress. 5. Effective transition, reintegration and outreach Transition arrangements support continuity of provision, while successful reintegration into mainstream education demonstrates the impact of personalised support. Where mainstream education is no longer appropriate, transition to specialist provision is effectively managed. Outreach work is increasingly contributing to the prevention of exclusion and supporting students to remain engaged with education. 6. Increasing focus on preparation for adulthood Leaders are developing a stronger focus on students' preparation for life beyond school. The VLC Life Skills Passport is strengthening opportunities for students to develop independence and practical life skills, while vocational pathways and transition planning support students towards appropriate future destinations.	intervention is routinely evaluated and that provision is adapted where progress is not sufficient. 4. Strengthen individual target-setting and progress tracking Increased qualification entry needs to be accompanied by sufficiently ambitious individual targets. Students working close to grade boundaries should be identified earlier, with mock examination outcomes and other assessment information used to trigger timely and precisely targeted intervention. Progress towards individual English and mathematics targets should be monitored at least half-termly. 5. Further align curriculum pathways with students' destinations Leaders should continue to strengthen the alignment between academic, vocational and life-skills pathways. Qualification choices should be reviewed regularly to ensure they reflect students' aspirations, starting points, abilities and likely destinations, including post-16 education, employment and training. 6. Further embed and evaluate wider provision The VLC Life Skills Passport should be embedded consistently across the curriculum. Leaders should also strengthen the evaluation of outreach, intervention and transition provision to ensure its impact is clearly understood. Communication with parents and carers should continue to develop so that they have a clear understanding of qualification pathways, examination expectations, progress and access arrangements.

Attendance and behaviour

<table>
<tr><th>Standard</th><th>Evidence</th><th>RAG Rating</th></tr>
<tr><td>Leaders and staff have an informed and accurate understanding of matters related to attendance, behaviour and attitudes. They establish effective strategies to tackle any issues</td><td>

Leaders maintain a clear and accurate understanding of attendance, behaviour and engagement across the school. Attendance data is analysed carefully by phase and provision to identify patterns, emerging concerns and areas for targeted intervention.
Attendance across the school reflects the complexity of the student cohort, many of whom have experienced disrupted education, social, emotional and mental health needs, or medical conditions. Attendance in the medical tuition provision significantly affects the overall school figure due to the highly differentiated and reduced timetables required by many of these students.
Despite these challenges, leaders have implemented a number of strategies to improve attendance and engagement, including:
Developing online learning provision to maintain engagement for students unable to attend school regularly.
Employing two personalised learning teachers to work directly with students who find it particularly difficult to attend school.
Restructuring the school week to reintroduce Wednesday afternoon learning opportunities, replacing previous staff development time with enrichment activities for students.

Early evidence indicates that these enrichment opportunities are increasing engagement and attendance.
Attendance data for 2025-26demonstrates variation across phases:
<table>
<tr><th>Phase</th><th>Attendance</th></tr>
<tr><td>Phase 1</td><td>42.1%</td></tr>
<tr><td>Phase 2</td><td>51.7%</td></tr>
<tr><td>Phase 3</td><td>35.6%</td></tr>
<tr><td>National PRU average (2023–24)</td><td>59.2%</td></tr>
</table>
Attendance in the primary phase took a considerable dip last year due to one student who was waiting to be placed in a specialist setting and was not accessing onsite provision.
</td><td></td></tr>
<tr><td>Leaders establish high expectations for all students about</td><td>

The school’s Relationships and Behaviour Policy promotes a trauma-informed and relational approach to behaviour. Leaders recognise that many students and parents/carers have experienced significant adversity prior to joining VLC and ensure that behaviour expectations are supported by consistent pastoral care.

</td><td></td></tr>
</table>

behaviour, built on positive relationships, and on rules and routines that staff and students generally understand.	• Students are supported through personalised **Student Passports**, which outline individual strategies to support emotional regulation, engagement and positive behaviour. These passports help staff understand each student's background and support needs, enabling staff to respond appropriately in challenging situations. • By embedding a relational approach, staff create a safe and supportive environment in which students feel understood and able to re-engage with learning.	
Leaders ensure that staff maintain and reinforce the same high expectations, acting as role models and teaching positive behaviour.	• Staff are supported to model positive relationships and behaviour consistently. Through trauma-informed practice and restorative approaches, staff help students develop the skills needed to manage their emotions and behaviour more effectively. • Students are encouraged to reflect on their actions and repair relationships where difficulties arise. This approach supports the development of accountability and personal growth while maintaining a nurturing and supportive learning environment. • Weekly celebration activities and recognition of achievements reinforce positive behaviour and engagement across the school.	
Leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately.	• Leaders aim to avoid suspensions wherever possible. However, there are occasions when suspensions are used to ensure the safety and wellbeing of the school community. • When suspensions occur, they are used proportionately and followed by structured restorative processes. Students participate in restorative activities designed to: • encourage reflection • promote accountability • support positive reintegration into school. • Staff are continuing to develop their restorative practice through training and professional development. • Suspension data shows variation across the year but overall reflects a reduction compared with previous years. • New guidance around mobile phones in school has been implemented and could potentially impact suspension data. Clear student-friendly policies have been created to ensure all students are aware of the new guidance and are supported to make the right choices. Reflective work packs have also been developed to support students.	

Leaders and staff usually ensure that incidents of bullying, unlawful discrimination, harassment, victimisation, physical and/or sexual violence and derogatory language are dealt with quickly and effectively.	• Leaders take a proactive approach to managing behaviour and ensuring students feel safe within the school environment. Staff respond quickly to incidents and support students to repair relationships where conflict occurs. • The relational and trauma-informed approach helps prevent escalation and encourages students to take responsibility for their actions. • Restorative practice is embedded within the approach to bullying. All students are listened to and appropriate sanctions and further education are implemented to avoid further concerns.	
Students generally behave well, follow the agreed school routines and show positive attitudes to their learning. This contributes to a safe and calm environment.	• Students generally demonstrate positive attitudes towards learning and engagement improves significantly once students settle into the school community. • Celebration events and recognition of achievements help to build students' confidence and motivation. Leaders have placed particular emphasis on developing intrinsic motivation, particularly for students who have previously experienced significant disengagement from education. • In Phase 2, where engagement had previously been lower, staff report improved participation in lessons and increased pride in students' achievements. • Expectations and routines are clearly communicated with all students upon their arrival to VLC and reiterated through staff modelling, follow up sessions and displays.	
Leaders analyse attendance information closely, at whole-school level and for different groups to identify patterns and trends. They use this analysis well to identify the causes of poor attendance, intervene early and remove barriers.	• Attendance is closely monitored through the school's **Improving Attendance Plan**, which forms a key strand of the School Development Plan. • Leaders work closely with families and external partners to address attendance barriers. Strategies include: ➢ regular communication with parents and carers ➢ early intervention where attendance concerns arise ➢ support from the Education Welfare Officer ➢ collaboration with agencies across North Somerset. • The return of the Family Liaison Officer has strengthened communication with families and supports early identification of emerging attendance concerns. The Family Liaison Officer works with external agencies to support students and their families' with attendance concerns.	

Overall attendance is broadly in line with national averages or shows an improving trend over time.	• Attendance across the VLC phases remains below the national PRU average of 59.2% (2023–24). Phase 2 records the highest attendance at 51.7%, followed by Phase 1 at 42.1%, while Phase 3 has the lowest attendance at 35.6%. Improving attendance remains a key priority, with a continued focus on identifying individual barriers to engagement, strengthening partnerships with families and external agencies, and implementing targeted support to improve students' regular participation in education. • Leaders recognise that attendance remains affected by the complex needs of the student cohort and continue to implement strategies to improve engagement and remove barriers.	
Attendance is improving, including the attendance of students who are persistently or severely absent and individuals or groups that leaders have focused on.	• Targeted strategies are beginning to have a positive impact on attendance. • The development of online learning provision and personalised learning support has helped maintain engagement with students who struggle to attend school consistently. • The introduction of afternoon enrichment opportunities is also supporting improved engagement and motivation.	
Any reasonable adjustments or adaptations to attendance and/or behaviour strategies are timely and appropriate, including for disadvantaged students, those with SEND, those who are known (or previously known) to children's social care, and those who face barriers to their learning and/or well-being, such as young carers. Any interventions are timely,	Leaders ensure that attendance and behaviour strategies are responsive to the needs of the student cohort. Support includes: • personalised timetables where appropriate • online learning provision • personalised support from specialist teachers • close working with families and external agencies. This flexible and supportive approach ensures that students facing complex barriers remain engaged with education and are supported to make progress. Reasonable adjustments are reviewed regularly to ensure the effectiveness.	

well chosen and targeted		

Strengths	Next Steps
Strong relational practice and behaviour management: VLC promotes a trauma-informed, relational approach underpinned by positive relationships, clear expectations and personalised Student Passports. Restorative approaches, appropriate sanctions and celebration of achievement support emotional regulation, accountability and positive attitudes to learning. - Targeted attendance support and partnership working: Leaders analyse attendance data and work closely with families, the Education Welfare Officer and external agencies to identify barriers and provide personalised support. Online learning, two personalised learning teachers and Wednesday afternoon enrichment opportunities help maintain engagement and encourage participation. - Inclusive and responsive provision: Personalised timetables, specialist support and reasonable adjustments help students with complex needs access education. Staff report improved engagement, participation and pride in achievement, while flexible provision recognises individual circumstances and barriers to learning.	• Improve attendance and reduce persistent absence: Attendance remains below the national PRU average of 59.2% across all phases, with Phase 3 lowest at 35.6%. Leaders should strengthen targeted interventions, particularly for persistently and severely absent students, and continue to address barriers in partnership with families and external agencies • - Strengthen consistency and evaluate impact: Ensure trauma-informed, restorative behaviour approaches and high expectations are applied consistently across all phases. Systematically evaluate the impact of attendance and behaviour interventions, including personalised provision and enrichment, using attendance trends, behaviour records and evidence of sustained engagement. • Improve outcomes for individual students and vulnerable groups: Analyse attendance, behaviour and engagement for students with SEND, disadvantaged students and those experiencing complex barriers. Review reasonable adjustments regularly and strengthen evidence of their impact on attendance, wellbeing, independence and educational progress.

Personal development and Wellbeing

Standard	Evidence	RAG Rating
A coherent and appropriate programme of personal development extends across the taught curriculum and wider opportunities and experiences. It makes a positive difference to students and enables them to develop spiritually, morally, socially and culturally.	Personal development is a central element of the curriculum at Voyage Learning Campus and forms one of the three core strands of the school's curriculum model. It is embedded across all aspects of school life, ensuring that students develop the knowledge, skills and confidence needed to thrive both academically and personally. This approach has been externally recognised. In its 2022 inspection, Ofsted reported that *"students' wider development runs through every aspect of school life."* The school promotes students' personal development through a combination of curriculum teaching, enrichment opportunities and therapeutic support. This includes: • structured PSHE and Citizenship programmes • tutor time activities • enrichment opportunities opportunities for student voice and leadership. These experiences support students to develop social awareness, resilience, confidence and a stronger sense of identity.	
The personal development programme includes a suitable and well taught RHE/RSHE programme, which develops students' knowledge.	Relationships, Health and Sex Education (RHSE) forms an integral part of the school's PSHE programme. Students develop their understanding of key themes including: • healthy relationships • personal safety	

	• emotional wellbeing • consent and respect • physical and mental health. Mental health and emotional wellbeing are prioritised within the curriculum. Many staff are trained in Mental Health First Aid and provide additional support to students when needed. The schoolworks collaboratively with a number of external organisations to enhance the personal development curriculum, including: • the local School Nursing Team • mental health services • community organisations that provide specialist advice and support. In addition, bespoke PSHE lessons and enrichment activities help students develop strategies for managing stress, anxiety and other challenges they may face. The PSHE curriculum is also responsive to any safeguarding concerns that have been raised with regular communication between DSLs and the Personal Development Lead.	
Students develop their understanding of, and respect for, protected characteristics, fundamental British values and cultural diversity in modern Britain.	The curriculum promotes understanding of equality, diversity and inclusion. Through PSHE, Citizenship and wider school activities, students explore themes such as: • democracy and the rule of law • respect and tolerance • diversity and equality • rights and responsibilities. Students also take part in activities that celebrate cultural diversity, including the recognition of religious festivals and events such as Black History Month. The school has strengthened its commitment to equality and inclusion through its updated Equality, Diversity and Inclusion (EDI) policy. Staff have received training to help them challenge discriminatory language and behaviour effectively and support respectful relationships across the school community.	

	Further professional development is planned to strengthen this work and ensure that staff are confident in managing sensitive discussions with students. S	
Students have a range of suitable opportunities that broaden their experiences and enable them to develop their talents and interests in areas such as the arts, music and sport	Leaders recognise the importance of providing students with opportunities that extend beyond the academic curriculum. Students take part in a range of enrichment activities designed to support their interests, creativity and confidence. Recent changes to the school timetable have enabled the development of additional enrichment opportunities, particularly during Wednesday afternoon sessions. Students are also encouraged to reflect on their behaviour, relationships and the wider school environment through the school's termly theme, which promotes reflection and personal responsibility. Opportunities for student leadership and participation include: • student council involvement • contributing to staff recruitment processes • engaging with members of the Management Committee and local representatives. • These experiences help students feel valued and develop confidence in expressing their views The introduction of the Arts Awards allows students to explore their interests and talents within the art sector whilst also achieving a recognised qualification.	
The school's careers education, where relevant, prepares students for future education, employment or training. The school is making steady progress towards the Gatsby benchmarks.	Preparing students for their next stage of education, training or employment is a key priority. The school provides personalised careers advice and guidance, supporting students with: • college visits • post-16 applications • transition planning • work experience opportunities.	

	Many Key Stage 4 students participate in work experience placements that help them develop practical workplace skills and build confidence. The school benchmarks its careers provision against the Gatsby Benchmarks and currently meets all benchmarks except Benchmark 3, due to limitations in tracking post-16 destinations beyond three years. The careers programme continues to develop through engagement with the Careers Hub and ongoing collaboration with external partners. Recent improvements in outcomes and destinations reflect the impact of this work. In 2025, 88.5% of the cohort had clear post-16 plans, demonstrating improved preparation for future pathways.	
Effective pastoral support meets students' needs. They are confident in accessing it when they need it.	• Pastoral care is a recognised strength of the school and plays a significant role in supporting students' wellbeing and engagement. • Students are supported by key tutors or class teachers who develop strong relationships with both students and their families. These relationships ensure that students feel safe, supported and understood. • Ofsted recognised this strength, noting that *"students know that staff are invested in them and interested in what is important to them."* • The school also works closely with external agencies to provide coordinated support for students and families where needed. Multi-agency collaboration enables staff to respond effectively to complex needs. • The school's approach to emotional wellbeing is supported through its continued recognition as a Thrive Ambassador School, reflecting its commitment to therapeutic and trauma-informed practice. Additional staff are in the process of completing Thrive training to extend the offer across all sites and outreach.	
The personal development programme is an entitlement for every student. Leaders track participation. They take steps to ensure that students, including disadvantaged students, those with SEND, those who are known (or	• Leaders ensure that all students have access to the school's personal development programme. • Participation in activities is monitored and adapted where necessary to ensure that students with additional needs can access opportunities successfully. • Many students at VLC have experienced barriers to participation in mainstream settings. As a result, leaders ensure that activities are flexible and responsive to individual needs, enabling students to engage fully in both curriculum and enrichment opportunities	

previously known) to children's social care, and those who may face other barriers to their learning and/or well-being, for example young carers, can participate appropriately. Reasonable adjustments or adaptations are made for them.		

Strengths	Next Steps
• Personal development is fully embedded within the curriculum and wider school life, ensuring students develop the confidence, resilience and social awareness needed to succeed both academically and personally. • A well-structured PSHE and RHSE programme strengthens students' understanding of relationships, wellbeing and personal safety, supported by trained staff and partnerships with external health and community services. • The curriculum actively promotes equality, diversity and inclusion, enabling students to develop respect, tolerance and an understanding of democratic values and their rights and responsibilities. • A wide range of enrichment opportunities and student leadership roles help build confidence and participation, giving students opportunities to express their views and contribute to the school community. • Strong pastoral care and multi-agency support enable students to feel safe, supported and ready to learn, helping them overcome barriers and prepare successfully for their next stage of education, training or employment.	Leaders have identified the following priorities to further strengthen personal development: • Continue to expand enrichment opportunities across the school. • Develop additional post-16 taster sessions to support students' transition planning. • Expand the work experience offer to ensure that all Key Stage 4 students access regular and meaningful work experience opportunities. • Further develop students' understanding of equality, diversity and inclusion (EDI) locally and globally, by embedding context-specific learning across the curriculum, enrichment opportunities, and community engagement.

Leadership and governance

Standard	Evidence	RAG Rating
Leaders understand the school's context, strengths and areas for development. They have a clear rationale for their improvement priorities and largely take appropriate action to drive improvement across all key stages and areas of the school's work. If an aspect of the school's provision falls short of the expected standard, this is dealt with quickly and effectively.	In 2025, the school's leadership structure was refreshed with the formation of a new Senior Leadership Team consisting of: • Principal • Vice Principal (also Head of Secondary PRU) – appointed April 2025 • Business Manager • SENDCo – appointed September 2025 • Head of Primary • Head of Medical Provision – appointed September 2025 Although this leadership structure is relatively new, leaders have already made strong progress in reviewing and refining systems and processes to strengthen provision across all phases of the school. Leaders demonstrate a secure understanding of the school's context, including the complexity of the cohort and the barriers many students face prior to joining the provision. This understanding informs the school's strategic priorities and improvement planning. Self-evaluation is robust and evidence-based. Leaders draw on a wide range of information to evaluate the effectiveness of provision, including: • teaching and learning quality assurance	

	• student outcomes and progress • attendance patterns • safeguarding information • staff, student and parent voice. This information informs the School Development Plan, which is regularly reviewed and adapted to ensure that it remains responsive to emerging priorities and aligned with the school's long-term strategic vision. External evaluation supports this view. Previous inspection findings recognised that leaders have **"clear ambition for all students"** and are **"determined to provide students with a positive experience of education."**	
Governors/trustees ensure that the vision, ethos and strategic direction of the school are clearly defined, take account of context, and make sure that resources, including digital technologies, are used effectively. They typically support and challenge leaders appropriately, giving due regard to leaders' and staff well-being and workload.	The Management Committee provides effective oversight and strategic direction. Governors have a secure understanding of the school's context, including the complex needs of the students and the challenges associated with alternative provision. Governors engage actively with the work of the school and regularly participate in training to strengthen their effectiveness. Meeting records and committee minutes demonstrate: • effective strategic challenge • probing questions from governors • careful scrutiny of key decisions and school performance. Governors provide particularly strong oversight in key areas including safeguarding, curriculum and finance. A Local Authority audit highlighted the strength of governance, noting that meeting minutes demonstrate **"robust challenge"** and that the governance structure provides **"clarity of vision, ethos and strategic direction."** This view was also supported during the school's most recent Ofsted inspection.	
Leaders are role models of high expectations and professionalism. Staff have high expectations of	Leaders promote a culture of high expectations and professional integrity across the school. Staff share a strong commitment to ensuring that all students, regardless of their starting points, are supported to achieve their potential.	

what students can achieve.	The school's mission to enable students to achieve more than they believe is possible underpins this culture and informs decision-making at all levels. Leaders model professional behaviours and promote a collaborative culture in which staff work together to support students' academic progress and personal development.	
Leaders take action to ensure that staff and governors feel valued and involved in the strategic direction of the school.	Leaders actively encourage staff participation in decision-making and school improvement work. Staff have regular opportunities to contribute to the strategic direction of the school through: • staff meetings and briefings • participation in working groups linked to school priorities • staff voice surveys. Feedback indicates that staff feel listened to and valued. One member of staff commented that **"expectations for all are clear and realistic, underpinned by a genuine feeling of care."** Leaders also maintain open and constructive relationships with the Management Committee, ensuring that governors are well informed and able to contribute effectively to strategic discussions.	
The professional learning and expertise programme is evidence-informed, of high quality and designed to build expertise. It draws on evidence and includes planned opportunities to apply and embed practice to build an effective team of teachers and staff, including ECTs and trainees, where relevant. Leaders protect time for professional learning	Professional development is carefully planned and aligned with the School Development Plan and school priorities. The CPD programme includes both internal and external opportunities designed to develop staff expertise in key areas such as: • teaching and learning strategies • trauma-informed practice • SEND provision • safeguarding and pastoral support. Engagement with professional development is high across the school. Staff feedback indicates that 94% of staff believe the CPD programme is relevant and supports their professional development.	

	Leaders ensure that training opportunities include time for reflection and application so that learning can be embedded in practice.	
Leaders support staff's well-being and ensure that their workload is manageable. Leaders have systems to protect staff from bullying, unlawful discrimination, harassment and victimisation.	Leaders recognise the importance of staff wellbeing and take steps to ensure that workload expectations remain manageable. Staff surveys indicate that the majority of staff feel supported and able to manage their workload effectively. Communication from leaders is clear and regular, which is particularly important given the complexity of coordinating staff across multiple phases and three sites. Staff retention remains strong, with low turnover reflecting the supportive and collaborative culture within the school. Leaders maintain clear policies and procedures that ensure staff are protected from bullying, discrimination, harassment or victimisation.	
Leaders and governors develop constructive relationships with all parents and with the wider community, to build trust. They draw on these relationships to support students to achieve and feel that they belong.	Leaders place a strong emphasis on building positive relationships with parents and carers. Initial meetings with families focus on listening carefully to concerns and establishing trust. Leaders recognise that some families may find it challenging when their child moves to alternative provision, and they work sensitively to support parents in understanding the opportunities available at VLC. Communication with parents is open, honest and supportive, while also maintaining appropriate challenge when necessary in the best interests of the child. Parent feedback reflects the impact of this approach. One parent commented: "Since becoming part of Voyage Learning Campus, my child has gained confidence and skills to excel in all areas of life." Another parent noted that their child had become **"much calmer at home since joining VLC."** These views reflect the wider perception that VLC provides a supportive and nurturing environment where students can grow both academically and personally.	

Leaders work with other schools, organisations and professionals in a culture of mutual support and challenge.	The school has developed strong partnerships with a range of local agencies and organisations to support students and their families. These include close working relationships with: • North Somerset Safeguarding Team • social care and family wellbeing services • Child and Adolescent Mental Health Services (CAMHS) • the North Somerset Inclusion Team • the North Somerset SEND team • the police and Violence Reduction Unit • mainstream schools across North Somerset • specialist SEND schools. These partnerships enable leaders to respond effectively to complex needs and ensure that students receive coordinated support. The Principal also contributes strategically at a local authority level through membership of several boards, including: • the Education Excellence Partnership Board • the Multi-Agency Child Safety Panel • the Strategic Schools Forum representing both mainstream schools and alternative provision within North Somerset. • The North Somerset Joint Targeted Area Inspection (multi-agency response to children and their families)	
Leaders act in the best interest of students, including disadvantaged students, those with SEND, those who are known (or previously known) to children's	Leaders ensure that all decisions are guided by the needs and best interests of students. This includes a strong focus on supporting vulnerable groups, including: • disadvantaged students • students with SEND	

social care, and those who may face other barriers to their learning and/or well-being	• students known to children's social care • students facing additional barriers to education or wellbeing. Leaders work collaboratively with external agencies and families to ensure that these students receive appropriate support and opportunities to succeed. Through this approach, the school seeks to ensure that all students feel safe, supported and able to make progress from their individual starting points.	

Strengths	**Next Steps**
• Leaders demonstrate a clear strategic vision and strong understanding of the school's context, using self-evaluation and a wide range of evidence to drive school improvement and refine systems across all phases. • Governance provides effective strategic oversight and challenge, with Management Committee demonstrating a strong understanding of the school's work and providing robust scrutiny in key areas such as safeguarding, curriculum and finance. • A positive and collaborative staff culture supports school improvement, with leaders encouraging staff voice and participation in decision-making, helping to strengthen collective ownership of priorities. • Professional development is well planned and closely aligned with school priorities, enabling staff to strengthen expertise in areas such as SEND, trauma-informed practice and high-quality teaching.	Strengthen strategic evaluation of whole-school impact Further refine the use of self-evaluation processes to ensure that the impact of key strategies—particularly those related to attendance, curriculum pathways and personal development—is consistently evaluated and communicated across the school. Develop leadership capacity at all levels Continue to develop middle leadership capacity to ensure that leaders across all phases and faculties contribute consistently to school improvement, curriculum development and quality assurance. Further strengthen parental engagement Develop additional opportunities for structured parental engagement to ensure families are fully informed about curriculum pathways, assessment processes and post-16 progression routes. Enhance partnership work to improve student outcomes Continue to build and strengthen collaborative partnerships with external

• Leaders build strong partnerships with families and external agencies, ensuring coordinated support for students with complex needs and enabling students to feel safe, supported and able to make progress.	agencies, mainstream schools and specialist providers to further support student engagement, attendance and successful reintegration or transition to appropriate next steps. Continue to monitor staff workload and wellbeing Ensure that systems to monitor staff workload and wellbeing remain effective as school improvement priorities develop, maintaining the positive culture of support and professional trust across the school.