

School Development Plan 25/26



Victory Park Academy

Intent: The aim is to develop a personalised, inclusive, and motivating rewards system that effectively meets the diverse emotional, behavioural, and educational needs of students across all pathways and key stages. The system will encourage positive behaviour, improve attendance and engagement, enhance self-esteem, and support progress through meaningful recognition tailored to each student's context and goals.

Actions: To achieve this, the school will begin by auditing the current rewards system and gathering feedback from staff, students, and parents to identify what is working and what needs improvement. Student profiles will be created to understand individual motivators, and a tiered rewards framework will be implemented comprising school-wide recognition, class- or age-specific incentives, and personalised reinforcement plans for students with more complex needs. Staff will receive training in trauma-informed, adaptive practices to ensure consistency and impact. Students will also be actively involved in designing rewards menus and celebrations. The system will be piloted in selected areas before full implementation.

Monitoring / Evaluation: The effectiveness of the rewards system will be evaluated through termly pupil voice surveys and focus groups, fortnightly learning walks and behaviour log reviews, and half-termly analysis of incident reports and positive behaviour data. Attendance records will also be compared pre- and post-implementation to measure behavioural and engagement improvements.

Impact:

- Reduction in negative behaviour incidents and exclusions
- Increased cooperation, resilience, and self-regulation
- Improved attendance and lesson engagement
- Strengthened student-staff relationships
- More confident and consistent staff practice
- Stronger student voice and ownership of behaviour

By the end of Autumn 1, we expect the revised rewards system to be piloted in selected classes, with staff demonstrating early consistency in its use and initial student engagement being recorded through positive behaviour logs and feedback. Staff training on trauma-informed approaches and reward delivery should be completed, and students will have contributed to early-stage reward menus or event ideas.

Intent: This plan is designed to ensure that all Year 11 students, particularly those with SEND, EAL, or at risk of becoming NEET, transition successfully into appropriate post-16 placements. It aims to support students, families, and providers collaboratively to reduce stress, ensure informed choices, and sustain engagement and retention in further education or training.

Actions: The strategy includes identifying careers leads within the academy to support and embed post-16 preparation in the curriculum. Strong links will be built with further education and training providers, and each student will receive an individualised transition plan that considers their personal needs and aspirations. Transition days will be arranged, and students will be prepared with soft skills and independence training to ensure they are ready for the demands of post-16 education.

Monitoring / Evaluation: Post-16 destination data will be reviewed to track application completion and offer acceptance rates. Student engagement with careers guidance will be monitored, and NEET figures will be analysed to evaluate the success of transition support. The plan's effectiveness will be refined based on these indicators.

Impact:

- Increased confidence and preparedness for post-16 pathways
- Higher post-16 retention and completion rates
- Reduced anxiety and stress during the transition
- Improved decision-making regarding future education and careers
- Stronger aspirations and motivation among Year 11 students

By end of Autumn 1 year 11 transition planning, we anticipate that most students will have had an initial careers guidance meeting, with individualised transition plans in draft form particularly for pupils identified as SEND or at risk of becoming NEET. Communication with post-16 providers should be established, and transition events will be scheduled or underway.

Intent: The goal is to maintain a minimum whole-school attendance rate of 75% by implementing targeted, inclusive, and proactive measures to identify and address attendance barriers, particularly for students with emotional or psychological challenges such as EBSA and PDA.

Actions: Key actions include continuous data monitoring to identify students at risk of poor attendance, a structured alert system for parents, and the creation of personalised support plans involving mentorship and counselling. The school will use positive reinforcement through a rewards system and implement regular communication with families, alongside offering workshops to support parental involvement. Additional support will be offered through mental health referrals, psychologist input, and SENCO-led interventions. The environment will be made more inclusive and staff trained in recognising emotional-based attendance issues.

Monitoring / Evaluation: Monthly attendance reviews by the senior leadership team will assess trends and progress. Staff will assess the effectiveness of individual support plans, and engagement in rewards and activities will be tracked. Interventions will be revised based on data and case outcomes to ensure ongoing relevance and success.

Impact:

- Reduction in the number of chronically absent students by 10%
- Increased referrals to external mental health and support services
- Improved engagement from students with EBSA or PDA
- Maintenance of 75% school-wide attendance
- Stronger home-school partnerships supporting attendance

By end of autumn 1 early monitoring systems and alerts should be fully operational, with key students identified for targeted support. Initial personalised attendance plans will be in place for those at risk, and early signs of improved attendance may be seen in a small number of cases where interventions have already begun. Staff will have received the first round of training in identifying and supporting EBSA and PDA.

Intent: The reading strategy aims to nurture a love of reading and develop confident, independent readers who can access and engage with the curriculum across all subjects. The long-term goal is to promote academic success beyond statutory assessments and into post-16 education and life.

Actions: To implement this vision, all students will participate in daily reading during tutor time, with access to a broad range of reading materials. The library will be open during breaks and lunch, supported by staff on a rota. Reading will be integrated into subject teaching, and activities will be designed to make reading fun and interactive. Students will be encouraged to choose their reading materials, and reading enjoyment will be emphasised over academic testing.

Monitoring / Evaluation: Reading habits and engagement will be observed through learning and behaviour walks during tutor time. Star Reading assessments will track progress, and pupil surveys will gather qualitative feedback on preferences and motivation. A student-led reading focus group will be used to discuss materials and suggest improvements. Library usage will also be monitored regularly.

Impact:

- Improved outcomes in Star Reading assessments
- Increased literacy scores in GCSE and vocational qualifications
- Enhanced Functional Skills performance in spelling, speaking, and listening
- Greater student enjoyment and independence in reading
- Stronger cross-curricular comprehension and academic confidence

By end of Autumn 1 the reading strategy will be embedded through daily tutor-time reading sessions, with students beginning to show greater engagement in reading activities. Baseline reading assessments will have been completed, and student voice collected to inform future book selections. Increased use of the library and some cross-curricular reading activities should be observable.

Intent: This plan seeks to ensure that a minimum of 25% of students achieve five qualifications at grades 9–4, and 75% achieve five qualifications at grades 9–1, including English, Maths, and Science, by the end of the academic year. The focus is on maintaining these standards and closing gaps for vulnerable learners.

Actions: The curriculum and qualifications offered will be reviewed annually to ensure they meet student needs. Termly data analysis will be used to inform planning, and professional development will be provided to support teachers in effective delivery and assessment. Special attention will be given to in-year admissions, offering suitable qualifications that can be completed within shortened timeframes. Targeted support and intervention will be provided for at-risk students, and resources will be allocated strategically to maximise outcomes.

Monitoring / Evaluation: Student progress will be assessed regularly through internal testing and termly reviews. Staff will analyse performance data to inform interventions, and strategies will be adjusted based on outcomes and trends. Subject leads and SLT will ensure accountability and responsiveness to progress data

Impact:

- At least 25% of students achieve five qualifications at grades 9–4
- At least 75% of students achieve five qualifications at grades 9–1
- Improved results in core subjects including Maths, English, and Science
- Reduced gaps for in-year admissions and vulnerable learners
- Increased teacher confidence in delivering exam-focused content

By end of Autumn 1 baseline assessment data will be collected and analysed across subjects, enabling staff to identify students requiring early intervention. CPD sessions will support teachers in planning and assessment, and support plans for new or at-risk pupils will be in development or underway.

Intent: To implement and embed the Cubbie into Victory Park sensory space to ensure that the Cubbie and space support students learn to self-regulate. To ensure that the Cubbie and sensory space is embedded into pupils' sensory diet where curriculum opportunities are created for students to regularly access. To embed the Cubbie as a proactive and reactive tool for supporting self-regulation, emotional wellbeing, and readiness to learn for pupils with sensory processing difficulties and SEMH needs, by creating bespoke sensory environments based on their interests and underpinned by their primary area of need.

Actions: To deliver staff training on sensory regulation and The Cubbie's functions, and appropriate use of The Cubbie. To introduce pupil-friendly visual guides and social stories to support students understanding of appropriate usage of the Cubbie and intended outcomes. To have a timetable set up for both schools to enable effective use of The Cubbie. To work with the LA to identify an effective layout and additional resources to support the Cubbie in a sensory room. To have the sensory room set up with useful resources as advised with the LA OT. To monitor the effectiveness of The Cubbie in relation to 30 pupils, where we can then analyse data.

Monitoring / Evaluation: Pupils set up on The Cubbie to analyse Data, including behaviour reports and attendance. Involve pupil voice in The Cubbie and how pupils feel it has helped them. Feedback from staff about pupil regulation and effectiveness of The Cubbie. Parent feedback on The Cubbie if their child has been identified as one of the 30 pupils. Parent open morning sharing the resource with parents. Feedback into pupil profile reviews.

Impact:

- Pupil shown proactive strategies to support emotional regulation.
- Increased accessibility for pupils when they are dysregulated and need support.
- Pupils report improved ability to self-regulate and return to learning more quickly after using The Cubbie.
- Staff report fewer classroom disruptions due to early intervention and regulation support.
- Reduction in behaviour incidents due to early intervention.
- To analyse the data of 30 pupils to show the impact and effectiveness of The Cubbie.

By end of Autumn, all staff will be trained in how to access and use the Cubbie. To have The Cubbie timetabled and being used effectively across both schools. Sensory room area where The Cubbie sits, will be completed and practical following advice from the LA Occupational Therapist. 30 Pupils will be set up on The Cubbie system, and have the rationale for why these pupils are accessing The Cubbie.