

Self Evaluation Report 2025/26

Agreed



Victory Park Academy

URN: 142938 School Context

BRIEF SUMMARY

Victory Park Academy (VPA) is an Alternative Provision setting offering a personalised, inclusive, and therapeutic approach to education for pupils aged 5–16 who are either permanently excluded, at risk of suspension, or unable to thrive within mainstream settings due to complex social, emotional, mental health or speech and language difficulties. Our provision is shaped by high levels of trauma-informed care and robust safeguarding practice, reflecting the profound vulnerability and high need among our pupils.

VPA is commissioned to offer 101 places across four distinct phases:

- 50 places in Key Stage 4 (KS4)
- 17 places in Key Stage 3 (KS3)
- 18 short-term Key Stage 3 placements (STAG programme)
- 16 places in the primary provision

Our pupils predominantly live in the most disadvantaged wards in Southend-on-Sea (Victoria, Kursaal, and Milton), all ranked in the top 10% for deprivation on the Index of Multiple Deprivation. Socioeconomic deprivation significantly influences pupil need, with a high proportion of pupils experiencing generational poverty, domestic instability, and adverse childhood experiences (ACEs).

Key pupil characteristics include:

- 61.8% eligible for Pupil Premium (PP)
- 57.2% eligible for Free School Meals (FSM)
- 4.5% are Children Looked After (CLA)
- 12.7% are classified as Children in Need (CIN)
- 4.5% are on Child Protection Plans (CPP)
- 20.9% are undergoing Education, Health, and Care Plan (EHCP) assessment
- 4.5% have an EHCP already in place

Many pupils arrive at VPA with significant gaps in learning due to poor previous attendance, lack of timely SEN diagnosis, and experiences of suspensions or school-based trauma. A notable proportion have disengaged from education entirely prior to placement. Common presenting needs include undiagnosed neurodiversity, speech and language delay, social communication difficulties, attachment disorder, and emotional dysregulation. To address these challenges, we prioritise relationship based practice, underpinned by trauma-informed approaches and the therapeutic work of Louise Bomber and Kim Golding.

Barriers to learning for our cohort include:

- Poor self-concept and low academic confidence
- Exposure to family instability, criminal exploitation, and gang involvement
- Significant anxiety or mental health difficulties
- Social isolation and disrupted peer relationships
- Inconsistent engagement in previous schools
- Lack of external agency involvement or support
- Disrupted attachment to education as a concept

Victory Park Academy's model is rooted in "connection before correction." Every pupil is supported by a multi-agency network, Individual Support Plans, and tailored interventions to build trust, routine, and academic engagement. We offer small class sizes (average 8–10 pupils), a high staffing ratio, and consistent routines that prioritise emotional containment, regulation, and progress. The average pupil adult ratio is 3:1 across most key stages.

A core strength of the school is our collaborative work with external partners, including the Local Authority (Inclusion Team, Virtual School), NHS partners (School Nurse, SALT), police, social care, and voluntary organisations such as Open Road. Through this collaborative approach, we aim to reduce school suspensions, improve reintegration outcomes, and support young people in leading purposeful lives.

Quality of Education

Victory Park Academy delivers a highly personalised curriculum tailored to the academic, social, and emotional needs of its learners. Our curriculum is shaped by the significant gaps in learning, special educational needs (SEN), and prior educational disruption experienced by the majority of our pupils. Many join us working well below age-related expectations, with poor literacy and numeracy skills and low self-esteem. Our aim is to deliver a curriculum that re-engages them with learning, rebuilds confidence, and supports academic and vocational success.

Curriculum Intent:

The intent of the VPA curriculum is to:

- Meet the diverse and often complex needs of our pupils
- Provide meaningful academic, vocational, and therapeutic pathways
- Equip learners with the skills and knowledge for life beyond school
- Promote personal development, character, and resilience
- Embed reading and communication at the heart of learning

Our curriculum is underpinned by trauma-informed pedagogy and offers flexibility across five key pathways:

1. **LEAP** – a highly personalised SEN focused pathway with a blended primary-secondary model, sensory integration, life skills, and co-regulation support.
2. **STAG** – a 12-week programme for short-term placements focused on reintegration readiness, emotional regulation, core skills, and therapeutic education.
3. **Primary** – a nurture-driven model combining literacy, numeracy, phonics (Read Write Inc), topic-based learning, and SEMH support.
4. **KS3 and KS4** – a structured curriculum covering English, Maths, Science, PSHE, Vocational Learning (including Sport and Food Tech), and personal development.

All pupils are assessed on entry using STAR Reading, Maths and Dyslexia diagnostics, and placed onto an appropriate pathway based on baseline data and pastoral need.

Curriculum Implementation:

VPA uses a highly structured approach to curriculum implementation:

- Pupils access small-group teaching (avg. 8–10 pupils)
- Each pupil receives a tailored timetable, informed by prior gaps, EHCPs, or emerging SEN
- Interventions include Fresh Start, Phonics, Lexia, Zones of Regulation, Boxall Profiling, and daily check-ins
- Cross-curricular links are used to support context and understanding, particularly in Primary and LEAP
- Weekly enrichment opportunities support engagement and learning beyond the classroom
- Key assessments are conducted termly using STAR (Reading and Maths), White Rose (Maths Primary), and teacher assessments every 6 weeks.

Every pupil has personalised academic, emotional and social targets reviewed half-termly. These targets are embedded into Individual Support Plans and shared with staff, pupils, and families.

In Summer 2025:

- 88.7% of all pupils either met or partially met their academic (literacy/numeracy) targets
- 69.4% met their primary SEN targets, with 16.1% exceeding them
- Only 16.1% of SEN pupils made less than expected progress, compared to 26% in 2023/24

Curriculum Impact – Outcomes (Summer 2025):

In 2024/25, Victory Park Academy demonstrated a significant strengthening of Year 11 outcomes compared with the previous year. The proportion of pupils achieving at least five GCSEs at grade 9–4 including English and Maths rose sharply from just 14.3% in 2023/24 to 47.4% this year. Almost all pupils (84.2%) continued to achieve at least five qualifications overall, confirming the sustained breadth of accreditation. Functional Skills outcomes also improved, with 31.6% of pupils now achieving Maths at Level 2 and 26.3% achieving English at Level 2, compared with none in the previous year.

Pupil Premium students performed particularly strongly, with 50% gaining at least five 9–4 grades including English and Maths, outperforming non-PP peers (40%). Almost all PP pupils (92.9%) achieved at least five qualifications compared with 40% of non-PP pupils. Non-PP pupils, however, secured excellent coverage in Functional Skills, with 100% passing Level 1 English and Maths.

Gender analysis shows boys performed especially well, with 100% securing at least five qualifications at grades 9–1 compared with 66.7% of girls. Boys also outperformed in Maths (80% vs 55.6%), while English remained balanced (70% boys, 66.7% girls).

Beyond core GCSEs, pupils left with a substantial and varied portfolio. Pupils achieved up to Grade 5 in English, Grade 4 in Maths, and passes in Art at Grades 1–3. Every pupil left with at least one GCSE, most with two or more. All pupils achieved Functional Skills in English and Maths, with many at Level 2. Vocational and enrichment outcomes were also strong, with pupils achieving in Applied Science, Food Technology, NCFE Equality & Diversity, Personal Wellbeing, Duke of Edinburgh, Occupational Studies (Construction and Hair & Beauty), OCN Child Development, and BTEC Introductory Hair & Beauty. On average, pupils left with between eight and ten qualifications, meaning no pupil left without accreditation.

All pupils apart from 1 secured a positive post-16 pathway this year. The majority progressed to local FE colleges, with others moving into vocational training programmes and apprenticeships. This confirms that pupils not only achieve well at Victory Park Academy but also move on successfully to their next stage of education, training or employment.

Outcomes at Victory Park Academy remain well above national averages for Alternative Provision. Nationally, only around 10–12% of AP pupils achieve grade 9–4 in English and Maths, compared with 47.4% at Victory Park this year. Similarly, the proportion of pupils leaving with at least five qualifications is significantly higher than national benchmarks, demonstrating the school's sustained success in ensuring accreditation for all.

These results represent strong progress given that most pupils arrive with significant gaps in their education and prior attainment well below national expectations. Achieving an average of 8–10 qualifications each reflects substantial value added and highlights the impact of the school's curriculum and teaching in re-engaging pupils.

The data is further illustrated by individual successes. For example, one pupil achieved a grade 5 in English and grade 4 in Maths, securing entry to a Level 3 college course. Another pupil, who joined the academy with limited prior qualifications, achieved nine accredited outcomes, including Functional Skills Level 2 in both English and Maths, and has now progressed into a vocational apprenticeship. These case studies demonstrate the school's ability to transform outcomes for pupils with a history of disrupted education.

These outcomes represent a positive year-on-year trajectory, showing that Victory Park Academy is increasingly effective at ensuring pupils achieve recognised qualifications. This breadth and depth of achievement means pupils are not only academically successful but are also well-prepared for their next steps in college, apprenticeships, or employment.

Post-16 Destinations (NEET):

- 1 pupil (of 19 leavers) were NEET as of July 2025
- 94.74% have secured places at FE college, apprenticeships, or training providers
- Year-on-year NEET figures: 4 (2021), 1 (2022), 1 (2023), 2 (2024), 1 (2025)

These figures reflect consistent and improving academic progress, strong pastoral support, and the effectiveness of CEIAG and transition planning.

Reading is a central focus at VPA:

- All pupils are assessed termly for reading age using STAR Reading
- Pupils receive targeted phonics support (Fresh Start, Lexia) if they require
- Pupils have weekly guided reading sessions and access to a developing library area
- SALT support is delivered weekly to Primary and LEAP pupils
- The Verbo screening tool (introduced Spring 2025) helps staff identify SLCN and adapt teaching

Literacy is embedded across the curriculum, with subject specific vocabulary taught explicitly. Primary pupils also receive Read Write Inc. phonics daily.

Enrichment and Cultural Capital:

VPA believes that learning extends beyond academic outcomes:

- Pupils access off-site learning, enrichment trips, work experience, and local projects
- 61 enrichment events were logged in 2024/25 (a 22% increase from 2023/24)
- Enrichment themes include: healthy lifestyles, mental health awareness, careers, team-building, and the arts
- Pupil feedback consistently identifies enrichment and trips as one of the most positive aspects of the school experience

Pupil, Parent and Staff Voice:

Pupil Survey (Summer 2025):

- 83.91% feel safe in school
- 84.78% know who to talk to if worried
- 88.26% feel they are taught about healthy living
- 79.57% believe they are taught how to stay safe at home and school

Parent Survey (Summer 2025):

- 91.31% believe their child is safe at VPA
- 87.09% believe their child is making progress
- 85.48% feel communication with school is effective
- 88.52% say the school responds well to concerns

Staff Survey (Summer 2025):

- 100% feel valued and respected
- 97.14% would recommend VPA as a workplace
- 100% believe school leaders act with integrity and clarity

Behaviour and Attitudes

Victory Park Academy maintains a strong culture of high expectations, trust, and support. We recognise that all behaviour is a form of communication, and our approach is rooted in understanding the underlying needs driving pupil conduct. Using a trauma-informed and relationship centred framework, we focus on positive reinforcement, emotional regulation, and personalised intervention rather than punitive measures.

Behaviour Support Systems:

All pupils at VPA have an Individual Support Plan (ISP), outlining key strengths, areas for development, behaviour targets, and strategies for success. Staff regularly update ISPs, and pupils review their targets weekly with their mentor or key adult.

- Each pupil has at least one identified SEN target linked to their social, emotional, or behavioural needs.
- Plans are reviewed termly with parent/carers involvement and in coordination with external agencies for pupils under CIN, CP or LAC plans.
- The school's Provision Map system generates bespoke support targets and is used to monitor both interventions and outcomes.

Staff are fully trained in **Crisis Prevention Institute (CPI)** de-escalation strategies, ensuring calm, predictable responses and consistency across the school day. CPI training is refreshed annually, and new staff receive induction training within 4 weeks of working with pupils.

Behaviour Data and Trends (2024/25):

- Negative Incidents recorded: 514 (↓ from 705 in 2023/24)
- Positive Events Logged: 3,216 (↑ 22% from 2,634 in 2023/24)
- Reflections Held: 31
- Safety Interventions: 11
- Reintegration to Mainstream/Alt Provisions: 50 pupils

The sharp decline in negative incidents is credited to:

- Stable staffing and consistent adult responses
- Improved rewards systems and structured enrichment
- Expansion of sensory and therapeutic provision for high-needs learners

The Sleuth system is used across all phases to log incidents, analyse patterns, and flag pupils requiring additional support. Leaders review data daily in debrief with all staff to revise strategies and update risk assessment as needed.

Suspensions and Exclusions:

Victory Park Academy uses suspension only when necessary to safeguard pupils and staff or in response to sustained, unresolved behaviours. Our ethos is built around prevention, early identification of need, and reflection. Every incident is reviewed in our daily debrief meeting, and suspensions are always followed by a reintegration meeting and support review.

Suspension Overview:

In the 2023/24 academic year, there were 17 total suspensions involving 8 pupils, with no permanent exclusions; in 2024/25, suspensions dropped to 12 involving 5 pupils, again with no permanent exclusions.

- Most common reason: Persistent verbal aggression or refusal following emotional dysregulation
- 36.4% reduction in suspensions compared to 2023/24
- Zero permanent exclusions maintained for a third consecutive year

Additionally:

- 31 formal Reflection sessions were used in lieu of suspension, each involving a tailored re-entry conversation

This reduction reflects the success of our proactive strategies:

- Early therapeutic interventions via in-house counsellors and ELSAs
- Improved consistency in behaviour management from trained staff
- Use of 'calm rooms', 'cubbies', and sensory breaks
- Daily behaviour review meetings with DSL, Behaviour Lead, and SENCO

Attendance and Pupil Engagement:

Pupil attendance remains a critical challenge, although improvement is evident.

- Whole School Attendance (2024/25): 75.86% without the Year 11 in Summer 2 term attendance would be 77.38%.
 - KS1: 94.48%
 - KS2: 90.03%
 - KS3: 78.20%
 - KS4: 66.61%
- Persistent Absentees (Below 90%): 54.95% of pupils

Compared to 2023/24 (whole school average: 62.09%), the academy has achieved a 9.77% increase, with the most notable gains seen in KS3. KS4 continues to be impacted by entrenched attendance barriers, often linked to historic non-engagement or community-based risks.

Attendance interventions in Summer 2025 include:

- 20 home visits
- 10 Attendance Support Meetings
- 6 Level 1 Concern Letters
- 3 First Warning Letters
- Regular tracking meetings with the Attendance Officer and DSL

VPA is currently reviewing the rewards and attendance strategy to increase parent participation and reduce persistent absence below 45% in 2025/26.

Personal Development

Victory Park Academy views personal development as essential to re-engaging pupils with education and preparing them for lifelong success. Many of our students arrive with limited exposure to structured enrichment, low self-worth, and significant social or emotional challenges. Our personal development programme is deliberately broad and therapeutic, aimed at equipping pupils with resilience, aspiration, and life skills.

Our curriculum is underpinned by the principles of:

- Trauma-Inclusive Practice
- Social-Emotional Learning (SEL)
- Skills for Life education
- Child-centred enrichment pathways

This work is guided by the **Excellence in Pupil Development Award (EPDA)**, which VPA achieved in **February 2024**, recognising our whole-school commitment to embedding a culture of character development, mental wellbeing, and pupil voice.

Curriculum Integration and Enrichment:

Personal development is embedded across:

- Weekly PSHE lessons (delivered to all year groups)
- Daily tutor time and circle time in Primary and LEAP
- Assemblies and theme weeks focused on values, safety, diversity, and world issues
- Timetabled enrichment blocks: physical activity, sensory breaks, creative arts, My Activity Passport and outdoor education

Our enrichment programme is a structured, high-impact element of our provision. In 2024/25:

- 68 enrichment events were logged on Sleuth (↑22% from 2023/24)
- Every pupil accessed at least one off-site trip or external visitor session
- Duke of Edinburgh (Bronze) rolled out to all Year 10 and Year 11 pupils
- 94% of KS4 pupils completed a CEIAG (Careers Education, Information, Advice and Guidance) programme
- 50 pupils completed animal therapy, bushcraft, or outdoor skills trips through “All Things Alpaca” and external forest schools

These experiences are designed to build:

- Social communication skills
- Independence and responsibility
- Emotional regulation and self-esteem
- Cultural capital and awareness of the wider world

We actively celebrate key events and awareness days such as:

- World Mental Health Day
- Children’s Mental Health Week
- Black History Month
- Anti-Bullying Week
- Careers and Apprenticeship Fairs

Each term, the curriculum team maps SMSC, British Values, RSHE and Equality objectives across subjects to ensure consistent delivery and coverage.

Health and Wellbeing:

A central feature of our personal development model is mental and emotional wellbeing.

- On-site counselling is available three days per week, delivered by a qualified counsellor.
 - 50 pupils accessed counselling in Summer Term 2025
 - 106 total sessions completed
 - 62% of those accessing counselling were male
- Weekly mental health drop-ins run by trained Mental Health First Aiders
- Wellbeing Afternoons are held each half term, including:
 - Art therapy
 - Meditation and breathing sessions
 - Hand massage and aromatherapy
 - Cooking and team building

The impact of these interventions has been captured in pupil feedback. From the **2025 Pupil Survey**:

- 83.91% said they feel safe in school
- 84.78% said they know who to talk to if they are upset
- 88.26% said they are taught how to lead a healthy lifestyle
- 69.57% said they learn how to stay safe both in and outside of school

Parents also report positive outcomes. From the **2025 Parent Survey**:

- 91.31% agree their child is supported with wellbeing and personal growth
- 87.09% feel their child’s confidence has improved since joining VPA

The Food Technology curriculum has also been redesigned based on pupil input, with a new lunch menu launching in September 2025 to promote healthier choices. All pupils are offered breakfast and lunch, free of charge, to support nutrition and readiness to learn.

Careers and Aspirations:

Victory Park Academy places high emphasis on raising aspirations. Many pupils arrive with little understanding of post-16 options or belief in their own potential. We combat this with a fully mapped CEIAG programme aligned to the Gatsby Benchmarks.

In 2024/25:

- 94% of KS4 **pupils** had at least one 1:1 career interview
- 88% of pupils said exhibitors at our Careers Fair were helpful
- 76% said the fair helped them understand more about career choices
- All Year 10 and Year 11 pupils took part in mock interviews and CV workshops
- Pupils engaged with local employers, FE colleges, apprenticeship providers, and public sector partners

Post-16 transition support includes:

- Application guidance
- Visits to providers
- Family meetings with key staff
- Transition plans shared with new settings

Over the last 4 years, **NEET figures** have remained low:

- 2021: 4 NEET
- 2022: 1 NEET
- 2023: 1 NEET
- 2024: 2 NEET
- 2025: 1 NEET

SEN and Therapeutic Personal Development:

For pupils in LEAP and those with EHCPs, the personal development curriculum includes bespoke elements:

- Regular use of “the cubbie” (sensory regulation pod)
- Personalised social stories and visuals
- Equine therapy and farm trips
- 1:1 and group mentoring with ELSAs
- Speech and Language (VERBO)
- Outdoor learning to develop teamwork and resilience
- Therapeutic art and nature-based experiences

These opportunities help build confidence, reduce anxiety, and develop social interaction in a low-demand, emotionally safe setting.

Pupil Voice and Leadership:

We actively promote pupil voice and leadership:

- Pupil surveys and “You Said, We Did” boards are reviewed termly
- SEN Pupil Voice focused group
- Pupil ambassadors are elected in each class to share views and co-design events
- Focus groups for food, enrichment, and behaviour systems run each half term
- Pupil input helped design the new reward trip system and select charities for fundraising

Students supported:

- McMillan Cancer Support
- Children in Need
- St Vincent de Paul (local charity supporting vulnerable families)

In line with the upcoming Artsmark submission, pupils are now leading arts-based showcases and displays across the school, including collaborative murals and storytelling projects.

Leadership and Management

Leadership at Victory Park Academy remains a strength of the provision. The senior leadership team (SLT) is experienced, visible, and highly responsive to the evolving needs of the school community. The team demonstrates clarity of vision, high expectations, and a strong moral purpose, which underpins the school's inclusive and trauma-informed ethos. Through a rigorous self-evaluation framework and stakeholder engagement, the academy has maintained a consistent trajectory of improvement, with a focus on raising standards, reducing suspension, and improving outcomes for the most vulnerable learners.

Staff Confidence and Morale:

Results from the Summer 2025 Staff Survey reflect high levels of confidence in school leadership:

- 100% of staff said they feel valued and treated fairly
- 100% agreed they had confidence in leadership decisions
- 100% found senior leaders to be accessible and visible
- 97.14% said they would recommend Victory Park Academy as a place to work

Staff wellbeing remains a priority. The school has a staff welfare group, regular wellbeing events, and access to a part-time staff counsellor. Wellbeing afternoons are held half-termly and include activities such as meditation, creative arts, and team-building games. These efforts have contributed to high levels of staff retention and positive workplace culture.

Professional Development and Capacity Building:

Victory Park Academy invests in developing its staff through high-quality CPD aligned to the school development plan. This year:

- The Headteacher is completing the National Professional Qualification for Executive Leadership (NPQEL)
- A member of SLT is currently enrolled on the NPQ for Senior Leadership (NPQSL)
- 2 Emotional Literacy Support Assistants (ELSA) are now delivering targeted group and 1:1 intervention
- 2 Teaching Assistants have gained Level 2 Functional Skills qualifications in English and Maths
- One member of staff is undertaking Senior Mental Health Lead
- Another staff member is currently completing Qualified Teacher Status (QTS)
- 3 Teaching Assistants are working on their Level 3 award in Education and training.

The academy also delivers in-house training sessions on:

- Trauma-informed practice
- SEN and behaviour
- Safeguarding updates (termly)
- Literacy interventions and Verbo
- Therapeutic and restorative practices

A Perspective-based Performance Management system is used to align individual staff targets to whole-school priorities. All staff receive 1:1 line management, and their CPD pathways are tailored to their role and career progression.

Safeguarding and Inclusion:

Victory Park Academy continues to maintain exemplary safeguarding standards. All staff are trained in accordance with Keeping Children Safe in Education (KCSIE) 2025, and new staff undergo a robust induction programme.

As of Summer 2025, 38 pupils are currently supported by external safeguarding or inclusion services:

- 4 pupils under Child Protection Plans
- 4 pupils subject to PLO proceedings
- 7 pupils under Child in Need Plans
- 7 pupils Looked After Children (LAC)
- 14 pupils supported through Early Help
- 2 pupils discussed in multi-agency or police-monitored panels

23 safety interventions have been logged in 2024/25, with detailed analysis carried out by the DSL. Safeguarding records are securely stored and regularly audited. Governors receive safeguarding training, and the Safeguarding Link Governor visits termly to monitor compliance and impact.

Additional safeguarding provision includes:

- Weekly Open Road sessions (support around substance use, relationships, and risk)

- Drop-ins with the School Nurse
- Collaborative sessions with the Fire Brigade on hate crime and equality
- Police liaison officers delivering safety education and community engagement

Safeguarding is closely tied to attendance, reintegration, and family support. The DSL, Attendance Lead, and Pastoral Manager meet weekly to review individual cases and escalate concerns.

Attendance Systems and Impact:

Whole school attendance for the academic year has improved to 75.38%, without year 11 in summer 2 attendance would have been 77.18% a rise from 62.09% in the previous year. KS3 and Primary have seen the most significant gains:

- KS1: 94.48%
- KS2: 90.03%
- KS3: 78.20%
- KS4: 66.61%

Persistent absence (PA) remains high at 54.95%, but targeted interventions have been implemented, including:

- 26 Level 1 Concern Letters
- 19 Attendance Support Meetings
- 60 Home Visits
- 8 First Letter Warnings in collaboration with the Local Authority

The academy holds weekly Attendance Panels and works closely with Early Help, Social Care, and the Virtual School to break down barriers to attendance.

Governance and Oversight:

Governance is a clear strength at Victory Park Academy. Governors are experienced, well-trained, and actively engaged in the school's strategic direction. The Governing Body has received:

- Annual Safeguarding Training
- Safer Recruitment Training
- Regular updates from the DSL and SENDCo
- Access to performance data and quality assurance summaries

Governors participate in learning walks, data reviews, safeguarding audits, and curriculum scrutiny sessions. A recent internal review rated governance as 'highly effective' in its challenge and support role.

Victory Park Academy also engages with Trust-wide leadership groups and benefits from shared training opportunities, standardisation events, and peer moderation with other provisions.

Strategic Partnerships and Reintegration:

Leadership continues to foster strong partnerships with:

- Local primary and secondary schools
- The Inclusion Panel and Local Authority
- The Virtual School for LAC pupils
- External therapy and careers providers
- Alternative provisions and reintegration pathways

These partnerships allow the academy to:

- Offer early intervention placements
- Reinforce managed moves and reduce exclusions
- Secure specialist input (SALT, EP, CAMHS)
- Broaden curriculum and careers access

In 2024/25, 50 pupils were reintegrated into mainstream or suitable alternative settings.

Overall

Victory Park Academy (VPA) continues to offer a high-quality, inclusive and trauma-informed alternative provision for some of the most vulnerable and complex learners in Southend. The academy has successfully maintained a focus on raising achievement, improving behaviour, and building resilience in pupils who have been permanently excluded, are at risk of exclusion, or are unable to access mainstream education due to a range of social, emotional, behavioural or mental health.

Throughout the 2024–2025 academic year, the school has delivered significant improvements in attendance, academic outcomes, safeguarding systems, and pupil personal development. The tailored and structured curriculum across all pathways LEAP, STAG, Primary, KS3 and KS4 ensures that pupils receive a broad, balanced, and accessible education that responds to their individual needs and life experiences. Importantly, the curriculum is enriched with vocational learning, literacy intervention, PSHE, counselling, and creative experiences that promote wellbeing and engagement.

Academic outcomes remain strong. In 2025 84% of Year 11 pupils left with five or more qualifications, and there was a high success rate in English and maths GCSEs. 88.7% of all pupils met or partially met their literacy and numeracy targets this year. SEN and EHCP target achievement also improved, with 69.4% of pupils meeting their specific support targets. Reading and communication interventions have been embedded through the continued use of Read Write Inc., Lexia, and SALT provision, supported by the new Verbo diagnostic tool.

The school's approach to behaviour is consistently positive and underpinned by CPI training, Individual Support Plans, and trauma-informed practice. Suspensions have remained low (12 total across the academic year) and no permanent exclusions have been issued for the third year running. The number of positive behaviour incidents logged (3,216) significantly outpaces negative incidents (514), and the structured rewards system has helped promote motivation and self-worth. Reintegration success remains high, with 47 pupils supported into mainstream or alternative provision, aided by strong transition planning.

Attendance, while still an area for improvement, has seen marked progress. Whole school attendance improved from 62.09% in 2023–24 to 77.18% in 2024–25. KS1 and KS2 attendance exceeds 90%, and KS3 attendance is nearing 80%. Persistent absence remains high at 54.95%, but effective intervention strategies such as home visits, attendance panels and Early Help engagement are helping to support pupils and families.

Pupil personal development is a standout feature of the academy. Victory Park has been awarded the Excellence in Pupil Development Award (EPDA) and has embedded a 'skills for life' curriculum that includes character education, therapeutic input, and a diverse enrichment programme. Pupils have access to counselling, mental health support, Duke of Edinburgh awards, outdoor learning, and meaningful careers advice. Pupil and parent surveys show overwhelmingly positive feedback on safety, support, wellbeing, and academic progress.

Leadership and management continue to be a strength. Staff confidence is high, with 100% of staff saying they feel valued and supported. CPD is carefully planned and includes NPQ qualifications, ELSA training, Functional Skills for support staff, and Mental Health First Aid. Safeguarding remains exemplary, with strong oversight from the DSL and active engagement with multi-agency partners. Governance is rigorous and committed, and there is a clear vision for the continued development of the school.

In conclusion, Victory Park Academy continues to provide an outstanding level of support and provision to pupils who are often on the margins of the education system. The academy's vision that every child and young person deserves to feel safe, valued, and understood, and is brought to life daily through its deeply embedded ethos and practices. At Victory Park, pupils are supported to rebuild confidence, enjoy learning again, and prepare for a positive future, whether that means staying within the academy or reintegrating into mainstream education.

Its mission to give children and young people a fresh start when mainstream settings have not worked out. It is underpinned by a therapeutic, relationship-based approach. Staff provide a calm, caring, and consistent environment, placing relationships first and understanding that behaviour is communication. This ethos— *"You are seen. You are safe. You can succeed."* is reflected in the high expectations held for every pupil, combined with the emotional, academic, and social support they need to meet them.

Victory Park's values Respect, Resilience, Responsibility, Readiness, and Relationships are modelled and reinforced throughout the school day, helping pupils grow emotionally, socially, and academically.

As a school that never gives up on a child, Victory Park Academy continues to be a place where emotional wellbeing, social development, and academic learning are equally valued. Its dedication to inclusive, personalised education has resulted in meaningful and measurable impact throughout the 2024–25 academic year.