

Self-Evaluation Form 24/25



At Victory Park Academy (VPA), education is provided for pupils who have either been permanently excluded or are at risk of permanent exclusion. We work collaboratively with the Local Authority and local schools to help reduce exclusion, support reintegration back into mainstream setting, signpost to appropriate alternative provisions and provide provision for pupils who are unable for various reasons to access mainstream education. Through our curriculum and pastoral support, we strive to provide our pupils with the knowledge, skills and understanding that they need to be educated citizens, so that they can advance and succeed in their studies, life and society.

VPA has a Published Admission Number of 101 pupils. The breakdown of places is:

- 50 KS4 places
- 17 KS3 places
- 18 KS3 short term places
- 16 Primary places

Our Summer term 2024 roll demonstrates the high needs of our community that can be further compounded by the deprivation in the local area. The pupil population of VPA is predominantly drawn from the Victoria, Kursaal and Milton wards of Southend which are ranked in the top 10% of the multiple Deprivation Index. 61.8% of our pupils are eligible for pupil premium funding and 57.2% are currently entitled to Free School Meals. Pupils who are in the care of the local authority accounts for 4.5%. The percentage of pupils who are open to Child Protection is 4.5% with a further 12.7% on the Child in Need register. 4.5% of our pupils have an EHCP. All pupils are assessed for special needs on arrival, and we support all our pupils with additional support, interventions and small class sizes. 20.9% of our pupils are currently undergoing assessment for an EHCP.

The main, generic barriers faced by our pupils are:

Academic Barriers

- Gaps in Learning: Students may have significant gaps in their education due to previous disruptions or lack of continuity in their learning.

Social and Emotional Barriers

- Mental Health Issues: Many students may struggle with mental health challenges such as anxiety, depression, or trauma.
- Behavioural Challenges: Behavioural issues can be a cause and a result of difficulties impacting students' ability to engage positively with their education.
- Social Skills Deficits: Students may have difficulties with social interactions and relationships, affecting their ability to function effectively in a school environment.

Family and Home Environment

- Home Instability: Issues such as family instability, neglect, or abuse can significantly impact a student's focus and performance in school.
- Lack of Support: There may be limited parental or guardian support for students' educational needs, which can hinder their progress and engagement.

Engagement and Motivation

- Disengagement: Students may have low motivation or a lack of engagement in their education due to past negative experiences, perceived irrelevance of the curriculum, or a lack of connection to their learning.
- Limited Future Vision: Students might struggle to connect their education to future goals or aspirations, reducing their motivation to participate fully in their education.

Individual Learning Needs

- Unmet SEN Requirements: Need to address specific SEN requirements, leading to gaps in support and adaptation.
- Lack of Personalisation: The curriculum and teaching methods may not be sufficiently tailored to meet individual SEN needs, which can hinder progress and engagement.

The Academy SEF in a side (summary of overall SEF)

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| 1. Leadership and Management |
| Our leadership team is well established, and members are confident in their areas of expertise. In the most recent anonymous survey 100% of staff either agreed or strongly agreed that they had: confidence in the decisions made by the leadership team. |
| OFSTED have deemed Safeguarding as compliant at Victory Park Academy. |
| The Academy makes use of external agencies to support pupils who are at risk. |
| We are proud that our school has successfully retained a dedicated and talented team of educators and support staff. This achievement reflects our commitment to fostering a positive and supportive work environment where our staff can thrive. |
| Staff are trained to identify pupils at risk by identifying risk factors and using our reporting process. |
| We are members of the 'Southend Safeguarding Partnership' (SSP) whose aims are to ensure the safety and protection of children and adults with care and support needs within the borough. |
| Pupil Voice meetings, surveys and interviews are used to gain feedback in the key areas of Teaching and Learning and Behaviour and have a direct influence on areas of CPD and all current policies. |
| The Trust has enabled and developed governance in the Essex region through Trust wide governance induction training and careful recruitment. |
| We work with mainstream primary and secondary schools to assess pupils' needs, support transition and reintegration. |
| All staff have PM targets that are regularly monitored through 1-1-line management. PM is effective as the 'Perspective' system allows transparency and the opportunity for evidence uploading against targets. <i>Ofsted May 24 - Staff value the way leaders help them to manage their workload and wellbeing. The school has developed incredibly strong relationships with parents. Parents value the positive impact the school has on their children and families.</i> |
| 2. Quality of teaching |
| Our curriculum intent recognises our school's unique context by supporting pupils' academic; vocational and SEND learning needs. <i>Ofsted May 24 - The school has a clear and rigorous induction process. Teachers identify gaps in knowledge that pupils have. They also identify the specific needs of pupils with SEND.</i> |
| We place great emphasis on the development of pupils' pastoral, social and emotional development to enable them to develop as individuals and citizens, within the wider community. |
| Our curriculum has been developed to reflect the wide range of pupil needs; pupil progress and pupil engagement. |
| 85.7% of pupils in 2024 examination achieved at least five GCE or equivalent qualifications. 95.2% left with an English and Maths qualification. 81% achieved their Food Technology, 100% passed their Personal Well-Being and 100% passed their L2 Working in Sports. |
| The curriculum supports key knowledge being retained in memory. This is sequenced, so that new knowledge and skills build on prior knowledge and learning |
| The STAG/PTAG curriculum is designed around developing transferable strategies for pupils' behaviour and learning. Mainstream schools work closely with the SENCo to develop and share these strategies by observing pupils at both settings, |
| Boxalls are also used in primary to support baseline, set targets, identify strategies and monitor progress. |
| We have a comprehensive intervention timetable in response to pupils need and have developed our SEN monitoring process through the introduction of a Provision Map |
| Every pupil within the academy has an individual literacy and numeracy target set each half term which is monitored throughout each subject. During the Summer 24 term, 89.1% of pupils met or partially met their literacy target and 93.1% met or partially met their numeracy target. 85.7% of Pupil Premium (PP) have met or partially met their literacy target and 90.9% have met or partially met their numeracy targets. Non-Pupil Premium (non-PP) 100% (11) met or partially met their literacy targets and 100% met or partially met their numeracy targets. |
| We have three ways in which pupils express their voice on teaching and learning; one is through an online questionnaire; one is during pupil interviews, and one is through pupil voice. |
| VPA provides reading intervention programmes designed to support children who struggle to acquire the skills to obtain age related expectations. |
| 3. Personal development |
| At Victory Park Academy we ensure our pupils experience additional support beyond what a mainstream setting can provide. We engage with local groups and parents to deliver enrichment activities that develop pupils' confidence, responsibility and leadership skills. |
| Personal development is an intrinsic part of the curriculum and is planned and delivered through the core curriculum; PHSE lessons; tutor time; assemblies and the enrichment program. <i>Ofsted May 24 - The school's PSHE curriculum is a crucial part of pupils' personal development. Pupils learn about respectful and healthy relationships. They also develop strategies to manage their feelings and emotions. The carefully planned careers programme teaches pupils about different options available to them after Year 11. Pupils value the impartial advice and guidance they receive</i> |
| VPA has been awarded 'The Excellence in Pupil Development Award', 28th February 2024, A National Standard for Pupil Development. |
| Priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness. |
| We provide breakfast and school meals for all our pupils as we believe that good nutrition provided, supports concentration, energy levels and healthy physical growth. |
| He Academy provides a range of opportunities to allow pupils to develop resilience, independence and grow in character. In 'My Activity Passport' pupils have made positive progress completing activities and developing themselves while having fun. |
| Our school has been involved in fundraising charity days throughout the academic year. Summer 2 2024, survey demonstrated that 82.15% of pupils feel safe in school. 91.07% know who to speak to if they are upset or unhappy at school. 75% agreed that the school teaches them to lead a healthy and active lifestyle and how to keep physically and mentally healthy. 83.93% agreed that the school teaches them how to be safe in school and at home. |
| Educational trips are planned once every half term, and these trips are designed to support the four broad areas of SEN |
| All pupils have a SEN target tracked through Provision Map that are linked to their main area of need, which for the majority of pupils is social, emotional and mental health. |
| 4. Behaviour and attitudes |
| At Victory Park Academy, we recognise and celebrate effort and success so that pupils feel valued. We understand that all behaviours are a form of communication and are sometimes used to express their underlying needs. <i>Ofsted May 24 - Staff have high expectations of what pupils can achieve. Pupils rise to these expectations. This helps them to achieve well. Many return to mainstream settings successfully. Some stay at school until the end of Year 11. These pupils gain the qualifications they need to be ready for their next stage of learning.</i> |
| Pupils are challenged to take responsibility for, reflect and regulate their own behaviour, through the curriculum and individual 1:1 learning opportunities, with a range of strategies to support students to learn how to self-regulate and manage their emotions. Managing my emotions is taught explicitly through subject areas and implicitly through opportunities in our personal development curriculum. |
| Each term, pupils have an SEMH/SEN target and data is added every term and graded as 'Met'; 'Partially Met' or 'Not Met'. During Summer 2 (2024), 72.9% of pupils met their targets. |
| All SEN pupils now have targets on their provision mapping which relate to the areas of need on their EHCP or EHCNA. Targets are reviewed each term and feedback given to the SENCO to provide further evidence for their EHCNA. |
| All staff are trained in CPI (Crisis Prevention Institute). A behaviour management approach that focuses on de-escalation techniques, recognising and supporting anxiety behaviours, responding rationally and appropriately to risk, repairing and restoring relationships. |
| We record both positive interaction and negative incidents. These are being recorded more consistently and accurately through our 'Slauth' system. |
| The severity of the negative incidents has decreased due to positive relationships and the clear, consistent approach from all adults. 1228 negative incidents this academic year 2023/24. Which is a decrease of 299 from previous academic year. |
| Victory Park Academy continues to recognise and reward students who meet the school expectations, show positive behaviour, a good attitude to learning, and perform above and beyond in certain areas. |
| Our school's attendance data as it currently stands at 77.68%; this is greater than the National data for attendance within an AP which is 67%. |
| We work closely with multi agencies, including social services and the Local Authority inclusion and attendance team following a refinement of attendance procedures for pupils not engaging or whose attendance is raised as a concern. We have developed a robust welfare system, a stringent attendance checklist from the first day calling and utilising a family support worker. |