

Self Evaluation Report

Agreed



Victory Park
Academy

Victory Park Academy
URN: 142938 School Context

BRIEF SUMMARY

At 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, signpost to appropriate alternative provisions and to 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 are able to advance and succeed in their studies, life and society.

Victory Park Academy has a Published Admission Number of 101 pupils. The breakdown of places is:

- 50 KS4 places
- 17 KS3 places
- up to 18 KS3 short term places
- 16 Primary places.

Our Spring 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. 69.74% of our pupils are eligible for pupil premium funding and 64.47% are currently entitled to Free School Meals. Pupils who are in the care of the local authority accounts for 3.95%. The percentage of pupils who are open to Child Protection is 6.58% with a further 18.42% on the Child in Need register. 17.5% of our pupils have an EHCP. All pupils are assessed for special needs on arrival and we support all of our pupils with additional support, interventions and small class sizes. 21.2% of our pupils are currently undergoing assessment for an EHCP. The majority of pupils at VPA are White British, with 5.26% of pupils having English as an additional language.

The main, generic barriers faced by our pupils are:

- Underlying SEN needs (many of which have not been picked up within their mainstream school)
- Contextual community risks
- Low aspirations
- Lack of confidence
- Low self-esteem
- Poor social and emotional support networks
- Intergenerational underachievement
- Inappropriate behaviours that act as a barrier to their learning.
- Poor attendance in previous settings that are condoned by carers/parents and continue into our setting. This is expanded upon in the next paragraph.

Non-attendance is a further in-school barrier which is above the national average for similar provisions but below the national average for mainstream schools. Parental engagement has shown signs of improvement but this is still an area for further development. Pupils arrive with low or diminishing aspirations. Therefore, personal development, enrichment and careers guidance is embedded into our curriculum. Our work to achieve the Gatsby benchmark has helped in reducing NEET figures over the last three years (4 NEET in 2021, 1 in 2022 and 1 in 2023).

Everything we do is based on positive relationships, in line with the theories of Louise Bomber amongst others. Our ethos is based on the principles of Trauma Inclusive Practice, and as such we believe in connection before correction in line with the work of Kim Golding. We understand that in order for our children to achieve we need to work with them to regulate themselves, connect with them to build relationships, reflect with them to develop their reasoning and finally reconnect with them to repair and progress.

Quality of Education

Our curriculum intent recognises our school's unique context by supporting pupils' academic; vocational and SEND learning needs. As part of this education, 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.

Curriculum Implementation: All pupils who have joined us, come from various different settings and contexts. Consequently, they have been taught different curriculums and some will move onto other schools and experience other curriculums. Therefore, our curriculum has been developed to reflect the wide range of pupil needs; pupil progress and pupil engagement. We have taken into consideration the journey of the child and developed curriculum options to support individual lifelong learning opportunities.

Pupils are assessed through the induction process using WRATs, a baseline assessment which provides ages in reading; comprehension; spelling and maths. Following on from this any further interventions and support will be implemented through interventions, either embedded through the curriculum or provided on a one-to-one basis. These include Read, Write Inc phonics programme; Fresh start; Lexia; Spellzone and TTRockstar. Primary work with White Rose assessments in maths to identify precise gaps in education, based on the outcome of their WRAT scores, Salford Reading to support plans for reading and spelling interventions. The aim is to close the gap between their starting point and age-related expectations. Example: Pupil A joined on VPA 07/07/23 his attendance has increased by 18%. Pupil had a reading age of 8 years when he started at VPA and has since accessed a fresh start phonics programme to improve this reading age we have closed the gap by 1.9 years in reading and 4.2 years in spelling in the space of 7 months.

The curriculum supports key knowledge being retained to memory. This is sequenced, so that new knowledge and skills build on prior knowledge and learning. Detailed yearly curriculum maps are available on the website. Assessment is used to inform teaching and to help pupils to embed learning and understanding. All pupils are assessed and set specific literacy/numeracy and provision mapping targets, which are reviewed with the pupils every half term. These targets include both a long and short-term target depending on which pathway a pupil takes. Each pupil is measured through the graded flightpath system used across the trust.

Our age-appropriate curriculums aim to empower pupils; support them and prepare them for their future careers; offer smaller class sizes, reduced transitions, consistent staffing, mentoring, appropriate 1:1 interventions and access to a broad enrichment program. We hope to adapt pupils' attitudes to learning towards a 'can do' attitude, so they appreciate the challenges they may face in later life, and have the moral resilience to lead happy and fulfilling lives.

Our **primary curriculum** supports pupils to develop a sense of self to become receptive learners in a nurturing environment, developing Social Skills, Motor Skills and Team building with our pupils. Primary pupils are also taught: English, Phonics, Mathematics, Science, Art, PE, Humanities (themed Topics) and PSHE. We develop pupils' reading and Literacy Skills throughout the Primary curriculum, through discreet Literacy and Numeracy lessons as well through themed topics. Within Key Stage 1 we use the Phonics Scheme, Read, Write INC (RWI).

The Secondary Turnaround Group (STAG) Curriculum is 12-week programme for pupils to develop coping strategies for their successful return to mainstream. We aim to engage all pupils in learning; enable all pupils to make progress from their individual starting points, and to have successes in learning; focus on developing pupil's social, emotional and mental health; focus on depth before breadth: having a strong curriculum focus on the facilitating subjects of English and Mathematics; allow pupils to explore subjects beyond the core curriculum that reflect the local context and prepares pupils to be successful within society; support all pupils to make healthy and safe choices; support all pupils to develop the skills, behaviours and attitudes that will enable them to reintegrate to, and be successful in, the next phase of their education.

LEAP Curriculum- Due to the increasing numbers of KS3 pupils needing an EHCP assessment and/or with a high level of SEN needs, we have designed an SEN pathway within the academy with an alternative curriculum offer to meet pupil needs, whilst taking them through the EHCP assessment process. The curriculum aims to focus on the three key areas; Co-regulation, to equip pupils with the tools for self-regulation; specific interventions/activities to support personal development and a personalised curriculum. It is also a nurture-based model, with Primary and Secondary elements. Most are in different stages of the EHCP process. The delivery of this curriculum is based on SEN methods of teaching and differs slightly to KS3.

Key Stage 3 and 4 Curriculum- We aim to provide our pupils with the essential knowledge that they need to be educated citizens, gaining 'Cultural Capital'. Our curriculum is designed to: Promote success both academically and vocationally; develop the self; develop social independent skills; promote a growth mind-set; engage all pupils in learning; Enable all pupils to make progress from their individual starting points, and to have successes in learning; Focus on developing pupil's social, emotional and mental health; focus on depth before breadth; having a strong curriculum focus on the facilitating subjects of English and Mathematics; support all pupils to make healthy and safe choices; support pupils to make positive decisions about their future and next steps; ensure that all Y11 pupils leave with at least two qualifications, no matter when they join us; ensure that the majority of our Y 11 pupils achieve a qualification in English and Mathematics; ensure that all Y 11 pupils who are not returning to mainstream education have access to a range of qualifications at the right level and grade to reflect their ability.

We have 3 SALT (Speech and Language Therapy) specialists. There is a comprehensive 'Lexia' timetable in place, and our intervention LSA delivers the fresh start reading program to identified pupils. In addition, we have developed our SEN monitoring process through the introduction of Provision Map that is reviewed every half term, and quality assured by SLT weekly. In order to support staff CPD has been provided to support the writing and monitoring of the profiles within Provision Map. We are continually refining our intervention timetable in response to pupil need. This term primary has an intervention timetable focusing on motor skills, speech and language and social communication.

Boxalls are also used in primary to support baseline, set targets, identify strategies and monitor progress. On average, across the academy pupils have scored below their chronological age for each of the four WRAT categories. During the Autumn term, pupils completed the WRATs tests. Reading is the strongest component (Key Stage Average Reading Age: KS2 8.2, KS3 13.5, KS4 14.3, All 14.0), followed by comprehension (Key Stage Average Reading Age: KS2 8.3, KS3 11.3, KS4 12.6, All 12.2) and spelling (Key Stage Spelling Average: (KS2 8.9, KS3 10.9, KS4 11.9, All 11.6).

Every pupil within the academy has an individual literacy and numeracy target set each half term which is monitored throughout each subject. During the Spring 2, 93.7% of pupils met or partially met their literacy target and 91.8% met or partially met their numeracy target. 79.1% of Pupil Premium (PP) have met or partially met their literacy target and 73.3% have met or partially met their numeracy targets. Non-Pupil Premium (non-PP) 82.9% (9/17) met or partially met their literacy targets and 88.8% met or partially met their numeracy targets. 88.3% of Non- Pupil Premium met or partially met their literacy and 78.8% met or partially met their numeracy targets. Due to many pupils joining the school mid- term, the low numbers of partially met are the pupils who have not benefitted from being at VPA more than six weeks.

Personal Development Curriculum: 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. Across the academy students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills and relationships. These activities are timetabled and run on a weekly basis. Students are also able to see the detailed timetable which is available on our website.

Quality Assuring Education: Quality assuring education and learning: Triangulation collates data gathered during learning walks (20% weighting), work scrutiny (20% weighting) and pupil progress (60% weighting). This informs leaders of the areas of strength as well as the areas of need for further development within the academy. Across the Trust (PLT) 0% - 50% is inadequate, 51% - 69% requires improvements, 70% - 84% is good and anything above 84% is outstanding. Currently at VPA this is at 81%.

In Spring 2, 2024, we conducted 24 work scrutiny, 17 learning walks and 1 external moderation around teaching and learning. The triangulation of all these is the Quality Assurance processes (QA), alongside external moderation. Through this we are able to evidence our strengths and areas of development throughout the year.

Learning Walks take place as a minimum twice a week as part of our trust service standards and the intent is to provide leaders with a very accurate picture of typicality regarding Teaching and Learning. SLT leads on the learning walk, with staff /pupils who volunteer to take part in this process. They are invited to accompany and observe current practice. Such collaboration acts as a moderation process as well as professional development for those members of staff involved, and helps to support pupil voice. Academy Review Group members and other stakeholders within the trust are also involved in conducting and moderating learning walks.

Spring 2 learning walks: Subject Knowledge; Use of Resources/LSA/ Differentiation/Presentation; Curriculum/ weekly Planners/SOW are all at 100%; Core Skills is now standing at 90% and Feedback/Questioning/AFL is 96% and work scrutiny in spring 2, 'Marking Policy' 61%; 'Curriculum' 96%; 'Progress and Learning' 75%; 'Ambition'

76%; 'Quality Feedback' 84% and 'Reading across the Curriculum' 96%. All staff adhere to a literacy policy. All stakeholders are aware of the Literacy policy and follow a specific Literacy focus each half term.

Pupil Feedback: 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. Pupils are encouraged to reflect and voice their opinion on aspects of the curriculum, school experience, safeguarding and Personal Development. In Spring 2024, pupils stated through the online teaching and learning survey that: Pupil Wellbeing- section 80.55% agreed 'I am happy at school'; 86.11% 'There is a good range of extra-curricular activities to choose from'. Safeguarding 91.67% state they feel safe at school and 87.5% 'I know who to speak to if I'm upset or unhappy at school'. Behaviour- 79.17% agreed that 'I am encouraged to attend and supported by the academy' and 90.28% 'My school has clear routines and expectations for the behaviour of all pupils across all aspects of the school'. Teaching and Learning- 95.84% 'My teachers help me when I am stuck' and 94.45% 'my teachers tell me when I am doing good work. This term, there have been 19 new starters, therefore, there were slightly higher 'don't know' responses due to pupils settling in and climatizing to school life. As a consequence of these views, we will focus on working with pupils who are reluctant to come to school due to previous experiences. Within safeguarding, pupils will be studying the e safety unit during PHSE lessons. We will continue to use the 'Time Out' cards and have the behaviour lead along the corridors during lessons. We will continue to refine the induction process, ensure the Marking Policy is explained so that new pupils feel more confident when joining lessons.

Reading: VPA provides reading intervention programmes designed to support children who struggle to acquire the skills to obtain age related expectations. Children often require additional attention due to lack of opportunity and support at home or missed learning opportunities at school due to unmet SEN needs or attendance. The Literacy Lead is responsible for identifying these children through WRATS scores; Lexia and pupil progress across the curriculum. The teaching staff and assistants and other key staff, including the SENCO may also support identifying these target children. RWI / Fresh Start sessions are organised into 20 minute one to one sessions. These sessions are highly structured to allow for a high-quality session which addresses reading and associated reading strategies and skills. Staff have been fully trained on delivering the Phonetics programme, additionally, some sessions will be to promote the love of reading.

Read Write inc: Pupils are baselined on arrival and then placed on the scheme as necessary. They are in set groups depending on where their challenge point is this means that sometimes they are in groups of 2-3 or receive 1:1 intervention. * 5 out of 7 KS1 pupils are on the program * 2 out of 8 KS2 pupils are on the program. Those pupils who are not on the program extend their comprehension skills using Lexia. Six weekly assessments are undertaken. If a pupil has made additional progress, they may be assessed prior to this. Any pupils on ditty or lower will be informally assessed each week. Primary pupils are a mobile cohort and often return to their referring school full-time after a 12-week placement. This means that whilst they are making good progress on the scheme, they are not at VPA long enough to graduate. However, during Spring 2, 7 pupils have been able to graduate the programme due to them arriving at a higher level and making greater than expected progress. All pupils on the program are making good progress across the program. All pupils were assessed upon entry in January and will be assessed again week commencing 29th January 2024. All pupils have now been assessed at exit during week beginning 18th March 2024.

Fresh Start: During Autumn 2 it was flagged that the Reading Lead should be assessing all possible candidates for Fresh start. In Spring 2 nine pupils were assessed out of those nine pupils five pupils required Fresh Start. Two of these pupils refused to engage although sessions were offered daily. 10 Pupils still require assessment which will be completed by Summer 1. Five pupils are currently assessing the program. One year 11 is making good progress. Two pupils are refusing to engage. One student graduated the programme. One STAG pupil is returning to mainstream. One LEAP pupil is engaging well and making good progress.

Impact: Exam Results June 2023- 82% of our Year 11 pupils achieved 5 qualifications or equivalent including English and Maths. 77% of our Year 11 pupils passed Maths GCSE and 84.2% achieved an English GCSE. 3% of our Year 11 pupils achieved at least 5 (9-4 or equivalent qualification including English and Maths) Y10 progress Summer 2 2023. 68% of Year 11 pupils are making expected or better progress in English. 65% of Year 11 pupils are making expected or better progress in Maths. Many of these students came to us with extremely low literacy and numeracy levels but were able to access their education and gain these accreditations to take them into the world of work.

Exam Predictions June 2024- 83.3 % (20/24) will achieve 5 (9-1 or equiv.) /81.8% (9/11) NPP will achieve 5 (9-1 or equiv.) /84.6% (11/13) PP will achieve 5 (9-1 or equiv.) 91.7% (11/12) Boys will achieve 5 (9-1 or equiv.) 75.0% (9/12) Girls will achieve 5 (9-1 or equiv.)

Quality of Education Priority Development Areas are: In summer 1, Teaching and Learning will be looking at the yearly subject mapping with reading and numeracy opportunities and assessments in different colours highlighted. These can be used to cross reference with SOW and L/Ws and support core skills and targets. SLT will be assisting newer members of staff with the relevant CPD training in planning lessons; completing the weekly planners; Go4school data training and deploying the LSA effectively. A focus will be on pupil feedback and incorporating DIRT time regularly in lessons across the curriculum. All staff have been trained in Star assessments these will be priority in first two weeks of summer 1. Ongoing- quality assurance of SOW for every subject and year group.

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. We aim to address these needs and respond appropriately according to the pupil. We believe in supporting pupils to develop the strategies they need to deal with the various challenges they may face. 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. We further support this by applying a range of consequences and rewards both consistently and fairly. As a result of this we have reintegrated successfully 59 pupil las academic year and to date we have reintegrated 44 pupils (5 Ks1, 4 Ks2 30 Ks3 and 6 Ks4), in mainstream or a setting that meets their needs long term

Social independence is crucial for this hence a detailed system (SIS) targets building on Resilience, Managing My Emotions and Relationships and Communication. Our system calculates the level of support a pupil may need and demonstrates how pupils' need for high level support decreases over time to levels of independence with intervention; quality teaching and curriculum that supports learning and cognitive development. Each term, pupils have a SIS target and SIS data is added every term graded as 'Met'; 'Partially Met' or 'Not Met'. During Spring 2 (2024), 66.7% of pupils met their SIS target and 25.5% partially met their SIS target. 65.1% of Pupil Premium (PP) have met their target and 11.5% partially met their targets. Non-Pupil Premium (non-PP) 81.6% met their SIS targets. (4%) of Non- Pupil Premium partially met their SIS targets.

In Autumn 2023 we have implemented the Provision Map as a tool to generate more bespoke pupil targets which support pupils' SEN main area of need. Pupil targets still support the 3 areas of SIS, however are more appropriate and achievable for students developmentally and are more bespoke for individual pupils. All pupils will have one target, which is identified as their main barrier to accessing learning and engage in the academy and impact on personal, as well as, academic progress. 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. Targets are now shared with parents and parents are asked for feedback on these targets and a new target. These targets are also shared with mainstream provisions at the 6-week review meetings and updated as necessary.

All staff are trained in CPI (Crisis Prevention Institute). This is a type of behaviour management approach that focuses on de-escalation techniques, recognising and supporting anxiety behaviours, responding rationally and appropriately to risk, repairing and restoring relationships. Staff learn how to identify at-risk individuals through the Crisis Development model and use nonverbal and verbal techniques to defuse hostile behaviour. CPI involves staff using particular narrative and language around behaviour management, physical skills and restorative approaches to ensure calm, consistent responses from staff to a range of behaviours at differing levels. One CPI qualified instructor is present at pupil induction meetings and throughout the induction process, where new pupils have the behaviour expectations explained to them and there are posters around the academy reminding pupils throughout their placement. The policy and poster are displayed around the academy. As a result, our safety interventions have reduced.

A number of systems have been initiated and are now implemented including 'Sleuth', our monitoring and reporting system for positive and negative incidents. This system has been updated in line with Trust wide expectations and all information is shared half termly with all academy staff, SLT and executive leads across the trust. 'Sleuth' includes many safeguarding features including a raising concern feature named 'Purple Button'. We record both positive interaction and negative incidents. These are being recorded more consistently and accurately through our 'Sleuth' system.

The data collation is being used to inform and support the full suite of behavioural levels and intervention to meet individual learning needs. The severity of the negative incidents has decreased due to positive relationships and the clear, consistent approach from all adults, the review and implementation of different provisions within the academy and a continually reviewed enrichment program. 216 negative incidents this half term. Which is a decrease of 15 from Autumn term.

There have been 19 new pupils in Spring which means building new relationships partly pupils testing boundaries and becoming aware of the consequences for actions, also their existing friendships and following negative behaviours in an attempt to fit in. We continue to support with stringent all staff consequences in-line with behaviour policy. Behaviour Lead now focussing more on supporting pupils and returning them to learning and supporting in lessons. We are also using a "Walk and talk" strategy for our pupils which means any pupil that wants to have a talk can do so off site with a member of staff providing it is safe to do so.

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. We have introduced a new and improved rewards system where students are highlighted in our weekly rewards assemblies. During these assemblies we highlight all the positive points they have accumulated over the week and students are then separated into bronze, silver and gold groups where students receive prizes that they can choose for their efforts depending on the group they are in.

For students who have displayed positive behaviours above and beyond their peers they also could receive a 'certificate of recognition' for either, 'Star performer of the week', 'Attendance', or 'Core values'. This highlights to their peers the key areas that they have excelled in over the previous week. It also sets the standard for others to follow and the behaviours we want to see at the academy. This is a good way to build up their self-worth and self-esteem, while supporting them to grow into responsible, respectful young adults who care about their future. If students receive a certificate, they also receive an additional 100 points towards the end of term rewards trip. This ensures the certificates hold more value and students work harder to achieve this recognition.

At the end of every half term the academy hosts a special rewards trip that all students want to be a part of. The whole points system and assemblies (with certificates) are designed to promote and recognise the students who display the best behaviour and win a place on this rewards trip. Each week there is a new leader board shown to all the students in the rewards assemblies and also displayed in the main corridor. Those students in the top 10 of the leader board at the end of term are selected for this special rewards trip. This intervention strategy is designed and delivered to hopefully inspire and motivate students to commit to positive behaviour choices when they attend the academy and, in the community,

1609 Positive events recorded in Spring 2 term which is an increase of 190 from Autumn Term 1. This is due to staff recording more accurately, staff training on sleuth. New pupils settling in to the school. Our enrichment activities are popular and this has a knock-on effect on student engagement and behaviour. Students are also notified in advance when the school is planning an event or activities that will help them develop their range of skills. These trips are designed to reward positive behaviour throughout the weeks and also student behaviour around the school and in lessons.

This has helped us support and target CPD and coaching and act as a check in to staff and pupils achieving high standards of behaviour and behaviour management, both at VPA and other academies within the PLT umbrella training and support will be offered at the half termly steering group for behaviour leads. The Executive behaviour lead analyses this data and offers appropriate support. Currently, a comprehensive CPD cycle for all staff takes place each Friday such as: CPI refresher on Fridays; specific CPD's allocated to behaviour and regular meetings within key stages and pathways.

Suspensions are a 'last resort' and discussed with SLT at the end of the day. There were 15 suspensions up to date. Pupils are responding well to verbal de-escalation, using their words and strategies, and settling into their placement at VPA. Parent/Carer meetings have continued to take place after a suspension to discuss what happened and how we can move forward and implement strategies to help avoid a repeat. (These are recorded on sleuth as notes). Police have continued to visit the school for community engagement to improve links with the school.

Timetabling behaviour lead to be present on the floor allows for a constant presence supporting behaviour, returning children to learning and where necessary supporting consequences., there have been 13 reflections as a result of negative behaviours. Reflection is used for all pupils to avoid suspensions or detentions. VPA continues to monitor pupils demonstrating repeated negative behaviours, deep dive these pupils every Friday and implement appropriate strategies as a team. We have had no permanent exclusions over the past three years that reflects our inclusive philosophy.

We are proud of our school's attendance data as it currently stands at 70.83%; this is more than 10% above the National data for attendance within an AP which is 60.20%. Spring data shows 7 Level 2 Concern Letters issued Attendance support meetings have continued to take place when no improvement is shown after issuing a

Level 1, 5 home visits have been made either by VPA welfare team. 4 cases are at LVL 5, 4 at LVL 4, 8 at LVL 3. Whole School Spring 2 Attendance: 70.83% (23/24), 67.93% (22/23), 79.33% (21/22). Whole school attendance would be 74.46% without CNA's (without under 10% Attendance Pupils)

Systems currently in place include rigorous use of attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched. When a pattern is spotted, discuss with pupils and parents to listen to understand barriers to attendance and agree how all partners can work together to resolve them. LA supports regular attendance referral meetings with attendance lead in school to identify poor attenders and discuss plans to improve attendance for each PA pupil. We aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school. This might include an early help or whole family plan where absence is a symptom of wider issues.

The attendance lead meets with LA attendance officer weekly to discuss key pupils and either plan strategies to engage or re-engage with families/young people or give direction for next steps through attendance procedures. We have a realistic target to be above 75% for attendance and an aspirational target of 90%. We have robust attendance procedures in place to support this target for attendance. It has to be remembered that pupils arriving at VPA have an average attendance of 61.79%. Attendance is higher than this figure and that of the National PRU, we continue with our robust attendance strategy, bespoke learning programmes, a broad and balanced curriculum and popular enrichment activities.

Where all other avenues have been exhausted and support is not working or not being engaged with, we enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education. LA leads the attendance legal process including case work, home visiting, weekly contact and meetings, First warning letter, pre-court meetings, final warning letter for and court proceedings. Each escalation is carefully considered, support is offered and assessed at each stage.

The LA sends weekly reports of updates on all levels from level 3 and PNA'S. Meet weekly on site with LA. The aim for whole school attendance to be over 75%. An attendance tracker is updated and shared with LA and designated attendance offices for VPA. Continue with Pupils of early concern to be contacted or visited by tutor or link member of staff. Welfare visits for pupils with poor attendance below 90%, update LA on these cases early and partner agencies notified if involved. LA guides us on the next steps for attendance procedures. We continue to utilise 8 hours of contracted time within service level agreement with LA. To work more closely with agencies (Social care) involved with our young people and challenging the level of support offered around school attendance. We have secured funding for our enrichment and extra-curricular offer to be more attractive to all pupils to encourage attendance further. (Pupil voice suggestions to be heard) to re-submit a serious funding bid through PFCC Community Safety Development Fund Application, which will allow our Enrichment timetable to be more bountiful going forward. An engaging Enrichment timetable not only offers our pupils complementary educational experiences but also has a positive impact on attendance.

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.

As a strategy we have developed the variety and amount of enrichment opportunities available to our pupils and a developing therapeutic offer for all pupils including, access to therapy animals, a sensory room and an onsite counsellor. Wellbeing is promoted through the curriculum with planned days and curriculum opportunities. It was identified by our leadership team that our pupils have high deficits in nurture and enrichment and that some have identified emotional trauma and identified and unidentified special needs on admission and that investment in enrichment activities to support our pupil's personal development and community solidarity. As a consequence, we have seen improvements in behaviour and attendance.

Personal Development

Due to individuals' previous experiences and background, personal development can sometimes be a challenge. Therefore, at Victory Park Academy we ensure our pupils experience additional support beyond what a mainstream setting can provide. Through building relationships, providing emotional support, encouraging self-reflection, providing opportunities for growth, and promoting positive behaviours, we aim to help our pupils overcome their challenges and reach their full potential.

EPDA Award- The award requires that leaders, including governors, in the school must actively to develop a 'skills for life' curriculum. The objectives outline the aims and process as a starting point. Including the award as part of the requirements to embed a culture and ethos which aims to develop pupils' personal school's development plan will enable the progress to be monitored regularly. A full review development and skills of the school's current position through the self-evaluation task at the start of the award is essential to devising the action plan. There are then key policies which need to be reviewed and in place to ensure that all members of the school community understand the ethos and practice expected in the school. **VPA has been awarded 'The Excellence in Pupil Development Award', 28th February 2024, A National Standard for Pupil Development.** This has enabled us to plan so that knowledge and skills for personal development are embedded into the whole-school curriculum. We are able to set high expectations for pupil behaviour and conduct, including punctuality and attendance. We promote positive attitudes from pupils towards their own learning, towards each other, and towards the wider community. We engage with local groups and parents to deliver enrichment activities that develop pupils' confidence, responsibility and leadership skills. Staff actively enlist the support of external agencies to help raise pupils' aspirations for their future. We are committed to high-quality, ongoing staff CPD so that all staff can build and support pupils' personal development (please see verification report from the QA which took place).

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. Across the academy students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills and relationships. These activities are timetabled and run on a weekly basis.

Pupils enjoy learning about how to stay healthy, emotional and mental health, and safe and positive relationships. Priority is given to learners' physical and emotional well-being, including healthy eating, fitness and mental health awareness. Mental health education has been promoted through events like World Mental Health Day, assemblies and emotional counselling/ mentoring sessions. In our Wellbeing, Food-tech, PE and Prince's Trust units, pupils learn about healthy eating, and mental and physical wellbeing. 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. Students are regularly consulted on the content of the school menu with our chef, through taster sessions. The new menu started in autumn 2023-24.

The Duke of Edinburgh Award has been added to the curriculum and commenced in September 2023. It is a voluntary, non-competitive programme supporting the community, environment, becoming fitter, developing new skills, planning, training for and completing an expedition. Each pupil is encouraged to independently complete the Award. As individuals, we understand that their needs vary, therefore, Victory Park Academy encourages a two-way partnership between ourselves and the pupil. With this approach we believe our young people are supported in their quest to complete their 'Bronze' Duke of Edinburgh Award. The aims of the Award include: giving young people the opportunity to participate in a wide range of activities and experiences and promoting life-long skills such as teamwork, communication, independence, initiative and leadership. Through the D of E our pupils support a range of local and national projects including McMillan, Children in Need and St Vincent De Paul a local charity supporting local vulnerable people within the community. Our school has been involved in fund raising charity days through the academic year. Spring 2 2024, survey demonstrated that 91.67% of pupils feel safe in school. 87.5% know who to speak to if they are upset or unhappy at school. 80.56% agreed that the school teaches them to lead a healthy and active lifestyle and how to keep physically and mentally healthy. 86.11% agreed that the school teaches them how to be safe in school and at home.

The hair and beauty curriculum provides naturally occurring opportunities for personal development. Anatomy and physiology topics are taught using engaging practical activities so that pupils can learn kinaesthetically where possible. For example, the 'build the skin' activity where pupils use transferable skills such as problem solving, time management, creativity and public speaking. 'Salon days' are planned throughout the year and the whole process is led by the pupils and designed to replicate the skills and experience those pupils would need to apply in a real working environment. Pupils' plan, lead, take ownership of and evaluate the 'Salon days' that are overlooked by the teacher. Pupils who have not chosen this as an option are given the opportunity to attend our 'lunch time hairdressing club' which has proved popular. In addition, to prepare pupils for the next steps of their education, we visited a local salon where they can have a treatment done by professionals and evaluate the client care that they received.

The Academy has worked closely with virtual schools who have provided training, resources and funding for a number of projects this year. The 'Strengthening Minds' program, which is now delivered across the academy and programmes include support around attendance and engagement, pupil wellbeing and transition. The programmes can be delivered as group interventions, one of sessions or support aspects of reflection. The training provided CPD and further understanding of supporting and nurturing students, who have experienced ACES and the impact it has on their capacity to access and engage in the curriculum and wider community. Virtual schools have also delivered a Virtual Reality headset training session to some of our staff highlighting the impact of some of the common ACES our students have experienced and continue to experience and advise strategies on how to support nurture and engage.

The 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. To improve this further we are developing character education and are committed to help all our pupils develop individual character through tutor time and the curriculum. All Year groups participate in 'My Activity Passport'. The promotion of personal development will enable our pupils to develop further as educated citizens.

The LEAP curriculum is designed around the pupils' needs and therefore personal development is embedded into the curriculum. One day per week, pupils take part in 'Outdoor Education' where they attend an off-site provision and participate in Nuclear Races and Belchamps. These lessons are designed to teach pupils how to take risks safely, work effectively as a team, communicate and collaborate and develop problem solving skills. Most pupils on the LEAP pathway are in some stage of an Educational Health and Care Plan, and require an adapted curriculum as they struggle to access the main curriculum.

Educational trips are planned once every half term and these trips are designed to support the four broad areas of SEN. Examples of these trips would include visits to the horse riding, farm or animal sanctuary, where pupils are involved in planning the trip and completing follow up tasks, based on their experience. The opportunities also provide new life experiences for students, encourage them to engage with the wider community and manage new situations. These visits are particularly therapeutic for our students and strengthen relationships between pupils and staff. Pupils are given the opportunity to voice their opinions and take an active role in planning this part of their curriculum. Every Friday we hold a 'Celebration Assembly' where we look back on our achievements from the week and we discuss future activities to come.

The STAG (Secondary Turnaround Group) 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, if necessary and sharing information regarding the pupils' needs and targets. The curriculum mirrors topics and subjects that pupils are taught in their mainstream provision to provide continuity, but delivered with a higher level of support and differentiation and tasks are broken down into more manageable segments. Pupils are encouraged to explore their emotional difficulties through our School Counsellor and through behaviour targets and reflection work. They also attend combat sessions once a week to learn about keeping the body and mind healthy, respect and resilience, as well as making healthy meals.

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. Provision Mapping supports all staff with planning; contributes to drafting and reviewing pupil targets. The targets are shared with staff supporting in alternative settings; parents/ carers and in LEAP and STAG classrooms are displayed on their desks. A sensory room and outdoor animal space have been established and will be used across the academy. The sensory room supports guided journey sessions, breathing activities and calm sessions to further support the mental health and wellbeing of students, and identify and practice strategies to help and support manage their feelings and emotions. The onsite animals are a therapeutic resource for students, whilst supporting them take an active interest in animal welfare. Mental Health is openly discussed and explored within the academy and all students are supported to take a proactive approach towards their mental health and wellbeing.

Personal Development Themes; Enrichment and Extracurricular Activities: At KS1 and KS2 themes include, Think Positive, Cultures, Arts, the outdoors, Healthy eating, First Aid, British Values, Cultures, British Values, Financial guidance, Wider life skills, Aspirations, One World Citizenship, Cultures, the outdoors, Citizenship, Conflict resolution, Growing up and financial guidance. PHSE units including RE are included on the PD mapping. At KS3 and KS4 themes include, Social and Cultural development, Healthy living, British Values, Equality and diversity, Careers guidance and Citizenship. Teachers plan these themes into their yearly planning and this has been added to a whole school personal development curriculum map on added to the website. The personal development curriculum map outlines all of the assemblies; enrichment activities; tutor time activities around PD and in KS1 and KS2 personal development units' pupils will be studying over the year.

Across the academy, students are encouraged to take part in activities that build on our core values such as resilience, managing emotions, communication skills and relationships. The various enrichment opportunities that support pupils' personal development outside the classroom. All the activities are carefully considered to ensure maximum support to grow and flourish and are more equipped to manage themselves and learn outside their comfort zone. These activities are timetabled and run on a weekly basis. Some are compulsory, for example Southend Combat Academy and Nuclear Races for our LEAP group, however, the other activities are offered

on a voluntary or referral basis these include; Chase football, Oxygen trampoline park, Pedle4all and Horse Riding to support pupils' engagement and develop transferable skills. All of the enrichment activities are popular with the pupils and resulting in a reduction in negative recordings with 231 negative recordings in Autumn 1, compared to 216 negative recordings in Spring 2. Positive recordings increased from 1419 in Autumn 1 to 1609 in Spring 2.

Social development in our pupils is an essential part of this and an area that is being developed further, through our regular calendar events such as; end of term rewards trips, our annual summer BBQ for parents, pupils and staff, Presidents' Sports day at Barleylands and our own annual sports day. Focus days, enrichment activities, visiting speakers and visits off site provide essential learning opportunities; participation in the Presidents lunch (Sporting charity event); participation in World Mental Health Day. As a result, 75% of pupils agree that the curriculum helps them to develop resilience, confidence and independence and 79.19% state they are encouraged to attend and supported by the academy. (Spring 2 survey 2024).

The Academy has a counsellor that supports students 2 days a week throughout the academy. The counsellor, mentors' students and supports them on areas such as managing their emotions, dealing with conflict, managing transitions to other provisions and general school anxieties. They have supported students through direct work in other schools to support a successful transition onto the next stage of their education. In the Spring Term 23/24, 34 of our pupils have chosen to access the counselling service, of which 21 (61.76%) were males and 13 (38.24%) were female. 70 (93.33%) out of the 75 sessions were attended, 5 (6.67%) sessions the pupil was absent from the academy. For the attended sessions 45, were male and 25 were female.

In addition, two staff have been trained in mental health first aid. We have a mental health team of four staff who are there for both pupils and This has strengthened expertise in early identification of mental health issues. Every half term we have a separate pupil and staff wellbeing afternoons, which can include: a meditation room; hand therapies including painting nails and art therapy. A full breakfast is also provided once every half term for staff.

Exploring careers and planning, helps pupils translate personal skills and qualities into occupational terms. We have developed a robust transition plan for all Year 11's which includes an 8-week scheme of work. The purpose of the transition plan is to; reduce anxieties for pupils around transition, prepare pupils for college, have successful post-school outcomes of all pupils, to monitor progress, programme evaluation and reduce the proportion of pupils not in education or training. We also run a yearly careers fair, where we invite local college providers, apprenticeship firms, local businesses and representatives from the public sector to demonstrate to our pupils what opportunities there are whilst receiving advice on how to access them. The feedback for this year's careers fair was very positive, which we captured through our pupil and parent surveys. Highlights from the pupil survey showed that pupils felt the exhibitors were helpful in answering their questions. 75.75% (25 Pupils) either strongly agreed or agreed that the exhibitors were helpful in answering their questions. 86% saying they either strongly agree or agreed that they felt that they had a better idea of their career options when they move on from VPA. **School Counsellor:** The Academy has a counsellor that supports students 2 days a week throughout the academy. The counsellor, mentors' students and supports them on areas such as managing their emotions, dealing with conflict, managing transitions to other provisions and general school anxieties. They have supported students through direct work in other schools to support a successful transition onto the next stage of their education.

Along with the fair we have great links with local FE colleges and arrange visits and interviews from a local FE College Learning Support Manager who can assist pupils in choosing the right course and ensuring they receive the right support on their chosen course. In addition, Teachers support the family by providing chaperoned visits to colleges. Our SENCo's arrange and attend interviews with pupils that require support and assist with travel planning.

Gatsby Benchmarks are used to develop our careers programme and keep track of progress we are making as a provision. Pupils are provided with careers guidance to make choices about the next stage of their education, employment or training. We currently have a weekly visit from a member of the Connexions team, who provides our pupils with high quality advice and guidance for post 16. As well as our year 11 pupils they also meet one to one with our Y10 and Y9 students. There is an expectation that all KS4 pupils in the 2023-24 academic year will have a CEIAG interview and that all will, if in year 11 have a post 16 plan in place by Spring 1. Question 5 of the Career's Fair survey autumn 2 2023, asked pupils if they felt that they had a better idea of their careers options as a result of the careers fair, 75.75% (25 Pupils) either strongly agreed or agreed that they felt that they had a better idea of their career options after attending the Careers Fair and Question 4 asked pupils is they were able to find out the information they wanted from the Careers Fair. 91.30% (26 Pupils) either strongly agreed or agreed that they were able to find out the information they wanted.

95.5% of leavers in 2023 have gone onto education, employment or training after Y11. The number of students who choose further education (2022-23) stands at 82%, with 0% going into employment and 9% starting an apprenticeship. It is our view that improvements in academic and vocational challenge and support and tracking of the careers programme in Victory Park Academy has resulted in fewer NEET and unknowns as a three-year trend.

Leadership and Management

Leadership and management is good at Victory Park Academy. Our leadership team is well established and members are confident in their areas of expertise. Deliberate, professional leadership is at the heart of all we do. 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, that the SLT are sufficiently visible and accessible and that they are treated fairly and valued well. In addition, through quality assurance visits, self-evaluation and monitoring we have generated a record of our journey and development. We also regularly consult our stakeholders who are providing positive feedback and encouragement in our journey to become Good to Outstanding Alternative Provider.

OFSTED have deemed Safeguarding as compliant at Victory Park Academy. All documentation and record keeping are good and staff are trained and fully aware of signs of potential risks and how to report using the SLEUTH Purple Button system. The Academy makes use of external agencies to support pupils who are at risk. (Evidence: Safeguarding system, Safeguarding files and CP tracker, Safeguarding CPD and focus days calendar).

All staff have read and are familiar with KCSIE 2023 part 1 to 5 and are regularly informed and trained in any updates. All staff have completed statutory training. Staff are trained to identify pupils at risk by identifying risk factors and using our reporting process. We have invested in DSL training and 4 SLT have had additional training to Level 3, and DSL trained to Level 5. Additionally, Academy Council members are trained to Level 3 in safeguarding and in Safer Recruitment, as well as 3 SLT members. We have invested in a Trust wide platform on Single Central Record system and have regular audit checks.

The Academy fulfils its statutory duties in relation to the Equality Act 2010, and the 'Prevent' duty. Leaders and staff take appropriate action to identify pupils who may be at risk, reporting concerns and supporting the needs of those pupils. Leaders provide up to date CPD training and guidance to educate staff, pupils and parents of radicalisation, extremism and criminal exploitation

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. It achieves this by working with the Police, Health and Social Care and voluntary agencies. We network closely with Police, Youth Offending and Social Services to share information to keep vulnerable pupils safe and have developed a rapid response Safeguarding system to ensure key information is shared quickly and efficiently to safeguard our pupils and community. We also completed regular safeguarding audits for the LA and Trust with the support of our Safeguarding governor and Executive Trust Safeguarding lead. The feedback from the audits have been positive and a demonstration of our high standards in relation safeguarding systems and reporting.

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 Academy engages with stakeholders and can evidence its actions based upon feedback. Our pupils, staff and governors worked together to create our 'BELIEF' vision. The school regularly informs stakeholders of its actions and there is consultation with the pupil, staff and parent voice. Our Newsletters are well publicised and shared with our community and partner agencies. In the new age of social media, we have a Twitter feed that promotes our day-to-day learning to our community and beyond.

The Trust has enabled and developed governance in the Essex region through Trust wide governance induction training and careful recruitment. Governance induction and training has provided a greater degree of focus for visits in all measured areas and is linked directly to our Academy through governor's visits and the 'challenge through questions' in all key performance areas during visits and during Academy Council meetings. Governors' visits are regular and robust with governors writing visit reports and feeding back to the Academy council. Leaders and governors train together in safeguarding for example completing the same mandatory training and specialist training like 'Safer Recruitment'. Responsibility for governance and leadership is shared across a range of parties MAT, Executive Lead specialists and Trust level steering groups for Teaching and Learning and behaviour). There are clear lines of accountability through the introduction of executive leadership and governance. (Evidence: Steering group minutes and Academy Council meetings, visit notes)

We work with mainstream primary and secondary schools to assess pupils' needs, support transition and reintegration. We work closely with schools in an advisory capacity and are developing strategic relationships that will focus on need and planning for our services. We with the Local Authority's Inclusion team, Head- teachers and their SLT through strategic planning meetings to identify local need (Inclusion panel and Fair Access Panel, Vulnerable Sub Learners Group) and strategies in agreed actions that will shape current and future provision. Current and future strategies include earlier intervention and improved short term reintegration back to the sending mainstream school or supporting in a managed move to an alternative school placement. To increase our vocational offer, range of qualifications, commissioned short term vocational courses for Southend pupils and reduction on in Permanent Exclusion by working more closely with the LA inclusion service and Schools.

All leaders are fully appraised of the school's strengths and areas for development. Development areas are monitored and shared with all Leaders, staff and with our pupils through 'pupil voice', assemblies and with parents via communications and VPA website. We use a Trust wide management system called Perspective. Through Perspective we are able to input into our SEF and ADP (Academy Development Plan). Leaders can also have linked PM targets to the ADP. Additionally, quality assurance and support come via the executive Leadership team who bring additional leadership and support for staff including best practice and challenge.

Academy leaders have implemented successfully Trust structures and systems to strengthen practice. The Leadership team has been re-shaped under the current Headteacher. We have developed delegation on and responsibility in leadership and key areas of development. Staff welfare and work life balance is supported by the leadership team and staff have created a welfare working party. They have created a welfare policy and plan events and act as a sounding board for staff.

Line management and performance management is used as a supportive mechanism to develop staff skills and identify talent through coaching and in identifying development gaps or needs (CPD) to ensure a well-trained staffing body, promote professional development and retention of staff. 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. Leaders, Line managers and staff can access reports and progress information easily, efficiently, and where needed provide additional support and intervention.

Professional development is focused on increasing teachers' ability to teach and assess the curriculum in more effective ways. Teachers' subject knowledge and pedagogy are built upon throughout the year and recorded in Perspective as part of PM evidence. We have developed a full CPD calendar (CPD Calendar 2023/2024) that involves face to face CPD and also Educare online safeguarding modules. We have regular CPD in place for meeting staff professional and development needs this includes regular safeguarding training including face to face sessions and online modules completed. We also have regular Academy specific CPD to support Quality First Teaching and SEN. In addition, PLT provides further specialist CPD available for all Academy staff in a planned CPD calendar. Trust wide steering groups and CPD have helped improve our practice and develop our staff teams. We have appointed an English and literacy lead across year groups. We have employed a qualified teacher to support enrichment and occupational opportunities. Through the Trust, staff have been provided with opportunities to complete subject moderation, teaching and learning CPD. We have developed all staff and their practice involving them in learning walks, work scrutiny, CPI and CPD.

A SLT member has been trained on Mental Health lead in line with the Department of Education and OFSTED guidelines, this training is now successfully complete. We have also trained staff in Mental Health First Aid to ensure that support is in place by trained staff who are able to recognise signs of mental health disorders in both staff and pupils and provide advice and guidance. We have also recently introduced a new counsellor/mentor for both pupils and staff. A working group for wellbeing is established with four Wellbeing Ambassadors who are available to staff. In September 2022, the Staff Welfare policy and Mental Health policy were reviewed and agreed in collaborative with Staff, leaders and Academy Council. The Trust has also provided staff with access to APL health resources for staff, providing a counselling service, virtual GP and financial advice and guidance. In our Autumn term staff welfare Survey 100% of staff said they would recommend the Academy as a good place to work.

Overall

Victory Park Academy (VPA) is an Alternative Provision (AP), we provide full and part-time education that supports up to 101 students aged 5-16. VPA provides an essential "Opportunity for Success" in-school for our longer term and short-term pupils. We work in partnership with the LA Inclusion, Outreach service, Local Schools, Virtual School and other stakeholders to ensure an inclusive and supportive education provision.

Every student has a Pupil profile and 'All about me' profile, where the majority of students are identified with neurodiversity, including Attention Deficit Hyperactivity Disorder, Autistic Spectrum, Oppositional Defiance Disorder, and Conduct Disorder. As a result, they are often misunderstood as having behaviour problems and their SEND needs have resulted in large gaps in their education. Consequently, we group our pupils according to level of need and learning styles in all areas.

The curriculum has been reviewed in July 2023 with staff, pupils and other stakeholders, following a large intake of pupils with SEN needs. Pupils in KS1/2 benefit from nurture base within our Ready to Learn area where Literacy, Numeracy, Science, Geography, Computing, Food Technology, RSHE and Art. Leap curriculum is nurture-based model, with Primary and Secondary elements, a curriculum focused on personal development and therapeutic subjects/interventions. Most are in different stages of the EHCNA and require wave 3 level of support. The STAG curriculum is a 12-week programme for pupils to develop coping strategies for their successful return to mainstream, developing gaps in education and improve self-esteem, communication, relationships and confidence. 47 pupils during the last academic year (Ks16, Ks2 11, Ks3 16, Ks4 14) have been reintegrated back in mainstream or to a provision that meets their needs.

KS3/Ks4 curriculum is for alternative provision for short term and long-term pupils. Most KS3 pupils will either be integrated back to mainstream or an alternative SEN provision. There is a high level of pastoral support available for KS3 and KS4 pupils. All pupils fall under SEN (K) on the register. We teach the core academic subjects alongside vocational subjects to re-engage pupils back into learning.

Our curriculum involves every aspect of school life and so we provide a range of trips and off-site activities, as well as the chance for students to complete work experience, including onsite with our catering and site teams. We tailor trips according to pupils' interests, including trips to the zoo, the farm. In the last two years levels of engagement in lessons have remained consistently above 90% in lessons seen on learning walks.

Many pupils have complex needs and come from a variety of backgrounds, but all have experienced some form of Adverse Childhood Experience (ACE), disadvantage and trauma, either through their families, or through their experience of education. The majority have attachment issues and some have experienced domestic violence, drug and alcohol abuse, criminality and neglect, both emotional and physical. Attendance has been low for many of them, currently pupils are demonstrating on average attendance 13.6% higher than before joining Victory Park. We have 28 students who are supported by external agencies. 6 CP, 14 CIN, 5 LAC, and 3 open to early Help. There are currently 8 vulnerable pupils monitored by services and police that are discussed with a professional network regularly.

We are fully staffed on the Crisis Prevention Institute (CPI), which is our behaviour management model. All subjects are led by subject qualified teachers. Our dedicated, experienced and stable staff team, are highly trained in areas such as Attachment and Mental health, and this year we have extended this through specific therapeutic training, including Trauma Informed Practice, Sensory Processing and Speech and Language needs. Our staffing includes an established engagement team, safeguarding team and welfare team. The safeguarding team is comprised of 4 highly experienced level 3 trained staff who support the Designated Safeguarding Lead to ensure that concerns are identified quickly, dealt with effectively and escalated to the relevant agencies where necessary. We also provide 1 part-time counsellor. We are aware that the referrals into the Academy are increasingly for students with very complex needs and EHCPs and we are working with the LA to ensure that funding is sufficient to meet those needs, including through a variety of therapeutic strategies. We are supporting pupils who have been agreed a EHCP and needing another placement, while the LA sources alternatives.

We aim to be fully inclusive and give our pupils a second chance to maximise their learning potential academically and socially. Regardless of circumstance, we aim to make all of our young people successful. We aim for all of our learners to make outstanding progress across the academic and vocational curriculum and every member of staff is dedicated to achieve this.

Many of our pupils come to us having had difficulties with literacy at primary school. We understand that supporting struggling readers requires a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches. Our curriculum is flexible and is designed around student needs and interests with practical and therapeutic elements wherever possible. We believe that our students learn better when they have access to sensory breaks and activities including art, food preparation, PE, Hair and Beauty and Occupational Studies.

We work to provide the best possible learning outcomes for pupils who despite exclusion, missing education, illness or otherwise cannot access a mainstream school. Where possible we seek to return our pupils to a mainstream provision or prepare them for post 16 Education, Training or Employment.

The recommendations from our previous Ofsted are as follows in bold, with our actions in response:

Leaders have not identified the knowledge in the curriculum that they want pupils who are on the school's short programmes to learn. Aspects of the quality of education do not link well with what pupils have learned previously in their usual school or what learning pupils may have missed. Leaders should ensure that teachers use their checks on pupils' learning, combined with the information they receive from other schools, to identify the important knowledge that pupils on short-stay programmes need to learn. - Leaders have identified the curriculum for 12-week pupils through the Quality of Education; SEND and Provision Map Action plan. In addition, the induction screening has been refined, introducing more precise baseline assessments in primary for example, phonics screening and maths assessments; in secondary phonics, English and Maths assessment. Short term placements now have assessment data; SEMH and academic data to work with. Schools are more accountable for handover of SEND and academic data on entry; all of which is requested from them as the pupil begins. As a result of this, assessment data is used to determine relevant interventions such as Fresh Start; Lexia and Spellzone. The introduction of White Rose maths, which is used in most of the mainstream schools is now taught to keep some of the links between their usual school and VPA. Star assessment will be commencing in Summer 1, which will further enable pupils to be screened in literacy and numeracy. The short-term curriculum is a working document which reflects the needs of each cohort every 12 weeks. Pupils will learn a similar curriculum following National Curriculum requirements chunked into smaller schemes of work or addressing specific gaps highlighted in the induction screening.

Leaders have only recently prioritised reading. Staff have not had the training they need to teach reading effectively to pupils who have not gained reading fluency. Leaders should ensure that they urgently implement their intended curriculum plans for the teaching of reading so it can be taught consistently and well. - Leaders have prioritised reading and have introduced the RWI a phonics programme. This has been implemented and relevant staff fully trained to deliver. In primary, sessions are 30 mins daily and timetabled. The secondary school element, 'Fresh Start' is also timetabled as an intervention for pupils, who have taken the Fresh Start assessment on entry and require this. One to one session are delivered four times per week to said pupils. RWI and Fresh Start have a range of resources and training videos for staff to refresh and a working action plan implemented with the RWI support manager.

The curriculum from KS1 to KS4 is mapped with every subject- within this, are the reading opportunities in that specific subject. This was also part of the Literacy Action plan, Reading Action plan and RWI Action plan which have been updated and revised termly/ annually.

Individual support plans are not used consistently by staff to plan lessons or adapt activities. While teachers have a good understanding of how to support pupils' SEMH needs, they are not as able to support pupils with other types of SEND. This prevents some pupils from learning as well as they should. Leaders should ensure that all staff know how to support the full range of SEND in the school effectively. - The SEND provision maps are completed by all staff now to ensure they all have an understanding of pupils' targets and their additional needs. All tutors have a folder in their room with their tutors' targets and review sheets. All staff review the targets with pupils each week. Each half-term staff review these on provision mapping. All staff now have a list of strategies for children with EHCP's which have come from their EHCP paperwork. These are also in the pupil profile. Any strategies from the Provision mapping or EHCPs are given to teachers so they can be incorporated into their weekly planners.

School leaders have an over-generous view of the school's effectiveness. They have not identified the weaknesses in the curriculum in a timely fashion. Leaders should ensure that their regular checks on teaching are used to accurately identify areas for improvement and determine whether the actions they are taking are bringing about the improvements intended. - Leaders have completed subject audits for each subject, in order to measure the effectiveness; staff training requirements; resources and identify any gaps or weaknesses. In addition, KS4 pupils have been involved in designing a revised curriculum based on what they would like to have as option subjects through Pupil voice: Hair and Beauty; Child Development and Duke of Edinburgh award- all of which have been included. The curriculum review also mirrors the changes in cohorts of pupils arriving – there are more SEN pupils, most without EHCPs. Classes have been created separately for SEN groups and 12-week placements, both of which follow a different specific curriculum designed for them.

LWs are completed by SLT weekly and WS is on a rota weekly. Schemes of work in maths were examined and a whole school decision was made to teach White Rose maths from KS1-KS4, as this reflects what pupils have learnt in their previous setting. RWI, a phonics programme, has been implemented and relevant staff fully trained to deliver, data is collected from pupil on entry screening. These sessions are timetabled 4 x week.

Teaching and Learning action plans have included and implemented– a revised LW template; a WS template to be more specific- in order to analyse teaching and the curriculum. In terms of staff training to meet the needs of our changing cohorts of pupils; 2 members of staff have completed NPSQL; 3 members of staff completed the SALT course; 3 LSAs are on a level 2 course and one member is currently completing the ESOL qualification. Regular meetings take place with T and L lead to support new and non-specialist staff. Staff have been trained in Provision Mapping, a pupil profile which allows staff to set and review SMART targets- in light of this, the T and L lead has revised weekly planning sheet to reflect those individual pupil strategies and link directly to those who have EHCP targets.

All staff are trained in Star assessment to allow regular online literacy and numeracy assessments, therefore, refining the process of identifying numeracy and literacy needs. The impact shows progress academically, data drops every half term, pupils completing the RWI and Fresh Start programmes and year 11 pupil exam results.