

# Victory Park Academy News

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Autumn Term 2025

## Update from the Head Teacher



Dear Parents and Carers,

As we finish the autumn term, I would like to thank you for your continued support. We are pleased with how well pupils are doing and the positive steps they have made this term. Thank you to parents, carers and families for the support you provide it truly helps our pupils succeed and grow in confidence.

Thank you for taking the time to look through your child's work and see the activities and learning they have been involved in. We hope you enjoyed seeing their progress and the effort they have put in. We know not everything is perfect from the start, but we can clearly see improvement, confidence and pride developing in their work.

Christmas is an important time for many families, and we hope pupils enjoy a well-earned break after their hard work this term. In school, we have kept activities calm and enjoyable, giving pupils the chance to join in and celebrate in a way that suits them best.

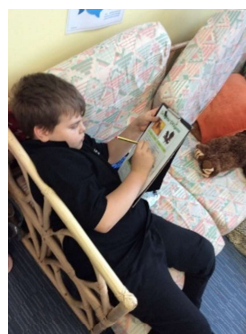
School will reopen on: Tuesday 6th January 2025 and we look forward to welcoming everyone back and continuing to support each pupil in the new year. We are excited to see more progress, more achievements and more success as we move forward together.

On behalf of everyone at Victory Park Academy, I would like to wish you and your family a peaceful and enjoyable Christmas break. Thank you for being a valued part of our school community and for everything you do to support your child.

Warm wishes,

Mr E Muca

## Primary – Donaldson



In Donaldson Class this term, we have been reading 'How to Train Your Dragon' by Cressida Cowell. The students have thoroughly enjoyed exploring the vivid characters and imaginative settings, and their enthusiasm has inspired a range of creative writing. They have crafted their own epic dragon battle scenes and even designed a fantastic set of dragon Top Trumps!

To deepen their understanding of the text, we have begun using Reading Roles in our lessons. Students select the role they feel best matches the task, then apply the associated skills to answer the question. For example, if they are asked to identify facts from the text, they will adopt the reporter role. This approach has greatly supported the students in recognising what each reading comprehension question is asking of them and has improved their overall confidence and clarity when responding.



We have carried out some exciting scientific investigations in Donaldson Class this term! While learning about states of matter, the students recreated and labelled the water cycle to help them understand each stage in detail. We also explored how long it takes an ice cube to melt when wrapped in different materials, making predictions and comparing results. In addition, we made our own clouds and experimented with a mysterious substance called oobleck – is it a solid or a liquid? We still can't decide!

The students in Donaldson have been having a great time horse riding this term! Not only have they had the chance to hop in the saddle and learn the fundamentals of confident, safe riding, but they've also discovered what it truly takes to care for them. From brushing coats and cleaning hooves to learning how to feed them and build trust with their horses, every session has been a hands-on adventure. It's been a wonderful mix of learning, laughter, and a whole lot of unforgettable memories!

## Primary – Harbour



Our Harbour Primary class has had a wonderfully busy and successful term. Pupils have completed exciting work in traditional tales, poetry, and a fascinating topic on the Great Fire of London, while also strengthening their place value skills in maths. This term's

enrichment trips including horse riding, rock climbing, and an exciting visit to our Christmas party have offered fantastic opportunities for challenge, celebration, and confidence-building. We are incredibly proud of the great engagement shown by all pupils; they are making strong academic progress and continuing to develop important social skills every day.

## Reading

Reading continues to be a key priority across our primary phase, and we are proud to see it deeply embedded throughout the entire curriculum. Staff make the most of every opportunity to promote and nurture a genuine love of reading, whether through daily lessons, enrichment activities, or spontaneous moments of shared storytelling. By offering pupils regular, meaningful experiences with books, we aim to build confident, enthusiastic readers who carry their enjoyment of reading into every aspect of their learning.

## Breakfast Club

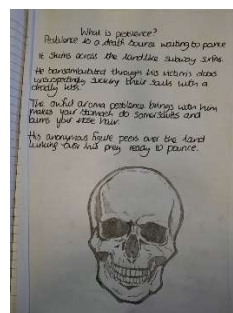
This term in breakfast club, as well as a nutritious breakfast and refreshments, we have offered activities like Uno, quizzes, chess, board games and basketball. Our focus this term has been encouraging pupils to socialise, build friendships, communicate and engage in a positive manner; we have achieved this



by modelling positive social behaviour and with our daily friendly uno competitions and basketball games.

## LEAP 1

Leap have had a very busy first term.



In English so far this school year, we have been reading the book 'Pig Heart Boy'. In this topic, we worked on answering a variety of questions and focused on being able to back up our answers by making a point; providing evidence for that by adding a quote and then explaining why this is relevant.

We have used our history topic on The Black Death as a vehicle to reinforce and consolidate KS2 grammar and punctuation skills including simple, compound and complex sentences; fronted adverbials, relative clauses and parenthesis. Pupils wrote poems on the personification of pestilence.

Maths has provided the opportunity to further our understanding of place value and decimals; examining number sequences and solving problems with addition and subtraction.

In science, we have been studying the circulatory system. We have compared different types of circulatory systems, we have examined lamb hearts as part of this topic as well as taking blood pressure



This term in history, we have been learning about The Black Death. Pupils have learnt what life was like in The Middle Ages, the causes and symptoms of the Black Death, how it spread and medicine in The Middle Ages.



In food technology, pupils have had the opportunity to make a wide variety of food from an array of cultures: chicken stir fry, fruit crumble, Halloween cookies, chicken quesadilla, macaroni cheese and gingerbread biscuits. They have been able to learn a variety of skills including making a roux base and cutting skills.

In RE, pupils have been learning about how people express their spirituality. We have explored art and



music from different religions and the symbolism of this.

This term in PSHE, we have focussed on e-safety where they looked at using the internet and risks, learnt about cyberbullying, being safe online, digital footprints and online behaviour. Pupils have also begun a unit on mental health and well-being.

The pupils have had lots of outdoor learning opportunities including going to the beach, attending Combat, horse-riding, Nuclear Races, tubing, high ropes, bowling and attending Oxygen as a rewards trip.

## LEAP 2

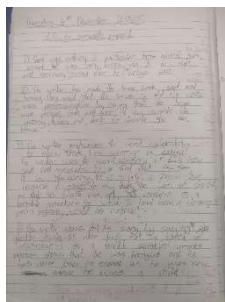
For maths this term, some of LEAP 2 have been learning how to convert fluently between fractions, decimals



and percentages and using our knowledge of the connections between fractions, decimals and percentages to solve problems involving number lines and pie charts. We then moved on to solving problems

involving algebra. Others in LEAP 2 have been learning our times tables and using equipment to explore the connection between multiplication and subtraction. We have then used this knowledge to solve problems involving fractions including half, quarters, thirds, fifths and tenths. We began by using concrete objects to help us work out answers, we then moved on to using pictures and diagrams. This made it easier to approach a maths problem involving abstract ideas such as equations.

In English, Leap 2 have begun looking at paper 1 of the GCSE language exams. Firstly, we focused on our own creative writing, using increasingly ambitious figurative language such as similes and metaphors, alliteration, onomatopoeia and fronted adverbials to enhance our work. We then focused on analysing passages from "A Christmas Carol", looking at Dickens' use of imagery and tone.



This year in food tech, LEAP 2 have begun working towards "NCFE Level 1 Certificate in Food and Cookery". This term's focus has been on health and hygiene in the kitchen, on using equipment safely and

on what to wear whilst in the kitchen. We have increased our confidence in following a recipe and adapting it to our particular taste, by adding different spices or missing an ingredient. We have also been paying particular attention to avoiding cross contamination by using the correct chopping board and washing up equipment carefully after use.



For ICT we have learnt more about the internet; explaining how data is transmitted between computers across networks and describing keywords such as 'protocols', 'packets', and 'addressing'. We have also used the internet and google slides to research, create and exhibit a power point presentation.

In geography, LEAP 2 have been studying weather in the UK. We considered the effect that microclimates, air masses, the prevailing wind and the North Atlantic drift current have on the weather around the UK. We have learnt how to label diagrams and interpret various data, photos and graphs.

In History, LEAP 2 have been looking at The Black Death. We have enjoyed looking at the more gruesome aspects of history such as symptoms of the plague and ideas about cures. We have also been thinking about the importance of primary sources in researching such topics as how the plague spread and the impact it had on the population of Europe.



This term, LEAP 2 benefited from a series of sessions called Verbo. This involved various games and discussions designed to improve our listening skills. We particularly enjoyed a game called 21 which they beat me at every time!!!

For outdoor learning, LEAP 1 and 2 have enjoyed some new and exciting activities including tubing and high ropes. As well as getting a healthy dose of fresh air and learning some new skills, the pupils have

been able to really challenge themselves, overcoming fears and learning resilience. Well done all for participating so enthusiastically.

## Horse riding

Our pupils have continued their weekly visits to Silver Burch Farm for our horse-riding intervention. For some, it has been a new experience, while others have



been building on skills they already had. The instructors at the farm have been guiding pupils and helping them become more comfortable around the horses.

During the visits, pupils have also spent time with the other animals on the farm. They have taken part in feeding routines and have learned about how the animals are looked after. These activities have given pupils a practical insight into the daily responsibilities involved in caring for farm animals.

Overall, the weekly trips have offered a change of pace from the classroom and a chance for pupils to explore something different as the term continues.

## Art

For young artists, it's been a busy and rewarding term, with students across all year groups showing real growth in both confidence and skill.



Year 10 have made a really positive start to their GCSE coursework. This term has been all about practising different skills. They've tried out a range of drawing, painting and printing techniques, as well as learning how to research artists and present their work clearly. This practice is important, as it helps them build strong skills before they begin their own independent project next term.

Year 11 are now finishing their teacher-set theme: Identity. It has been lovely to see how each student has approached the theme in their own way and created a final piece that suits their personal style. After Christmas, they will begin their exam unit, and I will

continue to support them through this final part of their course.



Across Key Stage 3, students have been learning basic drawing skills. These skills are the foundation of all art and help students learn how to look carefully, draw accurately, and gain confidence. By understanding these basics now, they will find it much easier to tackle more detailed and creative work later in the year.

## ELSA

This term in ELSA, the focus has been on social skills and how these support positive relationships. Work has included developing the ability to make and maintain friendships, understanding body language, and improving communication through effective speaking and listening.

Sessions also covered personal boundaries, helping pupils recognise their own limits and respect those of others. Later in the term, we began looking exploring conflict resolution, with strategies for staying calm, solving problems, and repairing relationships when difficulties arise.



To monitor progress clearly, pupils complete an assessment at the start and end of the social skills unit. These assessments help identify strengths, areas for development, and any changes over time. This term, the results have shown measurable improvement in many pupils, including better behaviour, increased patience, and a greater awareness of how their actions affect others. The progress made has been very encouraging, and this learning will continue in the new year.

## Food Technology

In food technology this term, pupils have been focusing on developing a range of new cooking skills. Lessons have given them the chance to practise techniques such as careful chopping, measuring ingredients accurately, and following recipes with increasing independence.

As always, pupils have risen to the challenge and produced some impressive dishes along the way. From





simple starters to more adventurous meals, their work has shown real effort and creativity. The classroom has been filled with enticing smells—and plenty of proud moments as pupils saw their dishes come together.

We look forward to building on these skills in the coming weeks, as pupils continue to grow in confidence in the kitchen.

## Child Development

Our Year 10 pupils have spent this term exploring the vital role that play has in a child's development. They have been learning about; the different types of play, how play changes as a child grows & ways adults can encourage and support specific areas of development through play

Pupils are now working on planning their own activity aimed at supporting a chosen aspect of child development. They will evaluate how inclusive, engaging, and effective their activity is in helping children progress in their selected area. This hands-on project is helping them deepen their understanding of how thoughtful planning can positively impact a child's learning and development.

Year 11 have focused this term on gaining a deeper understanding of employment within the childcare and education sector. They have explored; The skills and personal qualities required for different job roles, how to apply for work placements and further education & the wide range of career pathways available in the industry

Pupils are now preparing for mock interviews, which form part of their assessment preparation. These interviews will give them the chance to practise presenting themselves confidently, reflecting on their strengths, and identifying areas for improvement. This experience is designed to support them as they move towards their next steps beyond school.

We are incredibly proud of the progress pupils have made this term. Their commitment, creativity, and willingness to learn new skills have been fantastic to see. We look forward to continuing this journey with them and supporting their development in the coming months.

## Hair & Beauty



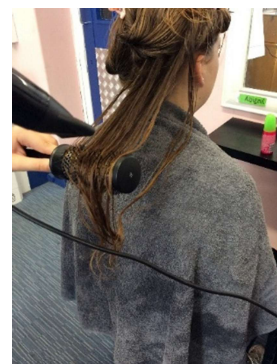
We've had a fantastic and productive term in Hair and Beauty, and we are delighted to share some of the wonderful progress our pupils have made.

Our Year 10 pupils have been busy learning and demonstrating a wide range of hairstyling techniques. This term, they have successfully learned how to; carry out a professional wash and blow-dry service, create a variety of braids, straighten, curl, and style hair & set hair using rollers

Pupils have worked brilliantly as a team, often practising on one another and offering support and encouragement throughout every session. Their positive attitude and teamwork have helped create a truly professional salon environment that we have thoroughly enjoyed being part of.

Year 11 have been focusing on developing their nail artistry skills. This term, they have been designing themed nail art, including both Halloween and Christmas-inspired creations. Their confidence, creativity and technical ability have grown significantly, and the results have been fantastic.

We are very excited for the upcoming assessments, where pupils will have the opportunity to invite parents, carers, family friends, and even teaching staff to receive treatments carried out by our learners. This is a wonderful chance for pupils to showcase the skills they've developed and to experience working with real clients in a supportive environment.



## London Theatre Trip – Matilda the Musical

This term, we were thrilled to take a group of pupils on an exciting trip to London's West End to watch Matilda the Musical. It was a fantastic opportunity for pupils to experience live theatre and enjoy the magic, music and creativity of a world-class performance.



For many pupils, this was also their first time travelling to London and using the underground. The excitement of navigating the city, seeing the sights, and experiencing the buzz of the West End made the day even more memorable.

We are incredibly proud to be able to offer opportunities like this, especially for pupils who may not yet have had the chance to experience such a trip.

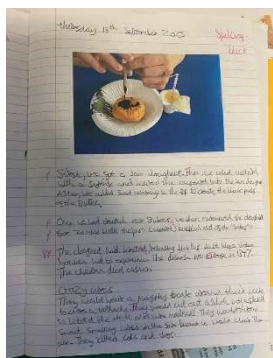
We hope to continue providing enriching experiences like this and are already looking forward to exploring new theatre performances and cultural visits in the New Year.

Thank you for your continued support.

## Geography – Key Stage 3

So far this term in KS3 Geography, students have been exploring two fascinating and important topics: weather and climate and natural disasters. These units have helped students understand the world around them, how our environment works, and how people prepare for and respond to natural hazards.

Students began by investigating the difference between weather and climate. They explored the key elements of weather, including: temperature, rainfall, wind, air pressure, cloud cover. They also learned how meteorologists measure these elements using instruments such as thermometers, barometers, anemometers and rain gauges.



Students studied natural disasters, focusing on how and why they occur.

They explored the physical processes behind these hazards, such as plate tectonics, convection currents, and the formation of hurricanes.

## History

So far this term, KS3 history students have been exploring the events of the medieval world by focusing on the Black Death. Their lessons have helped them understand not only the impact of the disease, but also

what life was like in The Middle Ages and how society responded to crisis.

Classes have focused on factors such as poor hygiene, crowded towns, common symptoms, increased trade and what contributed to the rapid spread of the disease.

The students took part in written work from both a doctors and a villager's point of view, classroom discussions, experiments and art-based lessons.

## Personal Development



As part of the curriculum, we work hard to create opportunities for all our pupils to gain important experiences outside the classroom. At Victory Park Academy, we pride ourselves in offering a tailored and enriched

curriculum that engages all our students in different ways. These opportunities offer different experiences and provide our students a platform to develop curiosity, move out their comfort zone, access the community and try something new.

Every Monday afternoon, our students attend Southend Combat Academy. The students get the chance to access the gym and learn how to train safely and use fitness equipment to develop their strength, fitness and improve their health. It is a chance for them to get into positive lifestyle choices and release any built-up tensions. They are trained by professional coaches who teach them discipline, determination and commitment.

## Enrichment

This year so far, the students have been to Stubbers and have taken part in Laser tag, High wall and dirt boarding to name a few. Pupils have also been to Silverbirch Farm where they have been mucking out stables, feeding and grooming horses and Indi Rock climbing centre, Oxygen is always a highlight of the student's week, Tubing in Brentwood, Nuclear High Ropes

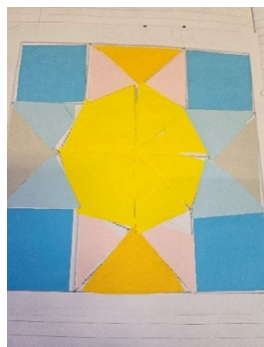


We are also buying a PlayStation 4 and a Nintendo Wii for the coming months of pure cold and rain to keep



the students entertained during break and lunch, along with the pool table and dart boards.

## Religious Education



During the first term, we looked at how can people express their spirituality through music and art. This was done through understanding what spirituality meant whilst exploring Islam and their culture and beliefs. This term,

we have focused on Christianity, their beliefs, visiting a local and the oldest church in the county, St Mary's. Looking at the 10 commandments and trying to create our own.

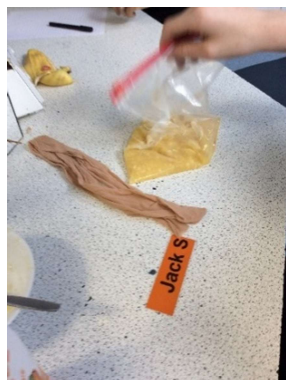
## Music

This year KS3 have been learning about making beats and learning how to play the piano, guitar and banging on the drums like mad people (as it should be). The students that have been there have really engaged with Tom (music man) and are always eager to go back. We may have a few budding D.J.'s in our midst!



## Science

We are pleased to share an exciting overview of what our pupils have been exploring in science this term. Both Year 10 and Year 11 have taken part in a wide range of interactive and practical learning activities designed to deepen their understanding of key scientific concepts.



Year 10 have been learning about the major body systems and how each one plays a vital role in helping us carry out everyday functions. Pupils have taken part in a series of hands-on investigations to bring these systems to life, including: the digestive system; creating a

simulated digestive system to understand how food is broken down; the Circulatory system; taking part in a fitness test to explore how the heart and blood vessels respond to exercise; the respiratory system; building

model- "lungs in a jar" to see how breathing works; the renal system; completing a simulated kidney investigation to learn how waste is filtered from the body & the nervous System: recreating a nervous relay in class to see how messages travel around the body.

These activities have helped pupils understand just how remarkable and connected our body systems are.

Year 11 have been focusing on the building blocks of life by studying animal and plant cells, including the functions of specialised cells. They have applied this knowledge to understand how substances are transported within living organisms, both in the human body and in plants.



Pupils are now beginning a new topic exploring genetics, DNA and variation, looking at how characteristics are inherited and why differences occur between individuals.

We are incredibly proud of the enthusiasm and curiosity pupils have shown in their science studies this term. Their practical engagement and willingness to explore new ideas have made for a fantastic learning environment.

We look forward to seeing their scientific understanding continue to grow throughout the year.

## Pupil Voice



During our Autumn 1 pupil voice meeting, the discussion centred on pupils' spiritual, moral, social and cultural development. Pupils

shared what helps them feel calm, peaceful, or inspired in school, noting that:

"Teachers are supportive; there are fewer people in school, which means more one-to-one time with trusted adults or a key person. Being allowed to take time out, having caring and understanding staff, and being able to step away from learning when we feel overwhelmed all help us."

They also commented that they enjoy assemblies because they "push me out of my comfort zone and keep me informed about what's happening."

Our next pupil voice meeting in Autumn 2 will focus on designing an engaging after-school club timetable.

## Outdoor Learning



This term, we have been on several new outdoor adventures including; crabbing at East Beach, outdoor tubing at Brentwood ski slope and Nuclear high ropes. The children have enjoyed every second of it. Being outdoors has boosted creativity, confidence, and wellbeing, giving children the freedom to move, collaborate, and think differently. These activities have encouraged them to take healthy risks, develop resilience, and build strong connections with peers around them.

## Occupational Studies

As part of our key stage 4 curriculum, we offer Occupational Studies where students can experience and learn about different career opportunities. This term we have spent time working in the construction room learning different skills for brickwork, painting and decorating. They have also looked into careers in sport. Students have shown a good attitude and worked well together showing an interest in potential career options.



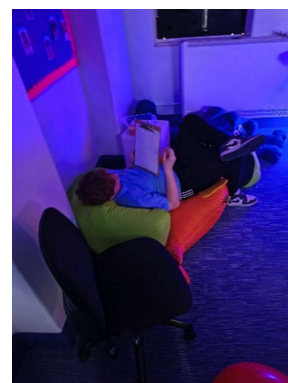
## Combat



We had a special guest come to Southend Combat Academy this term. Deputy Police, Fire and Crime Commissioner Jane Gardner who partners with Essex Violence and Vulnerability Unit came to visit us to look at the sterling work we do with our pupils and the enrichment and interventions we provide. Jane and her team were so impressed.

## SEND

It has been another positive term at Victory Park, where we have celebrated 4 students accessing a new provision through their EHCP. We wish them all the luck and success in their new placement. We have continued to further support 8 students to be assessed and 4 students have been awarded this term.



We have enjoyed working with the Speech and Language service, Occupational Therapists and Educational Psychologist to refine referral pathways, develop the support and universal offer for students and support and advise staff and families.

Students have continued to access workshops to support their health and wellbeing, which have generated some very mature discussions and conversations. Primary have had a visit from the dental hygiene and healthy living team, LEAP took part in a NSPCC workshop around healthy relationships and open road have been in to complete a range of workshops.

Staff have received further training on Emotional Based School Avoidance, which is a focus of our development



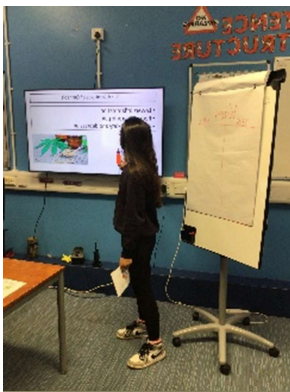
this year. The SEND team have conducted an audit to identify our priority areas in the new term.

We have two intervention groups that have started this term: Verbo, a speech and language intervention currently being delivered by a speech and language assistant from the local authority, and our ELSA (Emotional Literacy Support Assistant) group, which is facilitated by our own ELSA-trained staff.

Our sensory room now includes a Cubbie, which the students are enjoying and benefiting from. The space encourages the students to proactively regulate their emotional wellbeing being through bespoke music, light and visual stimuli. The Cubbie is part of a whole school approach which looks to supporting proactive strategies to support Emotional regulation.



## English – Year 11



All Year 11 pupils have completed their Functional Skills English Level 1 or Level 2 exams. This qualification prepares pupils for real-life communication, work, and further study. It develops reading, writing, speaking, listening, and everyday communication skills, acting as an additional qualification alongside GCSE English.

Pupils completed the King's Trust Presentation Skills module, learning how to plan and deliver effective presentations. They developed confidence, body language control, clear structuring, and the use of visual aids. These skills support English, college readiness, future employment and their GCSE Speaking & Listening endorsement. Pupils presented a short presentation and answered questions. This improved their communication, clarity, and confidence when speaking to an audience.

Pupils studied 'Miss Peregrine's Home for Peculiar Children', focusing on reading skills such as analysing language, exploring themes, interpreting character motivations, and selecting evidence.

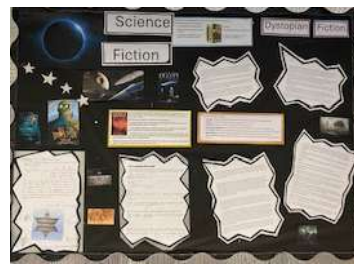


Using the topic of Jack the Ripper, pupils practised non-fiction reading skills, including research, understanding archaic and technical vocabulary, and selecting relevant information. Pupils created a crime scene board.

Pupils learned how to approach the creative writing task, worth half the marks on Paper 1. They practised writing descriptions and narratives, developing plot, character, narrative voice, sensory language, figurative techniques, and effective punctuation.

Pupils also practised transactional writing tasks, such as articles, letters, speeches, and reports. They focused on audience, purpose, tone, DAFOREST techniques, and structuring clear and persuasive viewpoints.

## English – Year 10



Year 10 have been studying dystopian fiction, a genre that explores dark, futuristic, or oppressive worlds. Pupils developed a

wide range of creative writing skills including: crafting atmosphere and tension, creating vivid, sensory settings, writing believable characters, using narrative voice effectively, developing plot structure, using figurative language for impact and applying punctuation to enhance meaning

Pupils analysed extracts from well-known dystopian writers and used these techniques to produce their own stories. This directly prepares them for GCSE English Language Paper 1 Question 5.

Year 10 also began studying Shakespeare's 'Macbeth'. Throughout this unit, pupils explored themes such as ambition, guilt, power, fate and the supernatural; Shakespeare's language choices, imagery and dramatic techniques, character development of Macbeth, Lady Macbeth, Banquo, and the Witches, Jacobean context including beliefs around kingship and witchcraft and how to write analytical, evidence-based essays



These lessons build the deeper reading and evaluation skills needed for GCSE success.

By completing the dystopian writing unit and studying 'Macbeth', pupils have developed a range of skills: strong creative writing skills for English Language; improved analytical skills for Literature; a secure understanding of a key GCSE text and greater confidence with vocabulary, structure and interpretation.

## Careers

This term, our careers team have ensured every year 11 student has had the opportunity to apply for a college placement. Students have been invited for taster days at college and some have successfully completed in person interviews to confirm their place.



Students are encouraged to read their emails and respond to college requests as this is vital in securing their place for next September. We have arranged bespoke visits to our local colleges in Southend and Basildon for the students to familiarise themselves with their new surroundings.

## A Message from our Counsellor

I provide a safe and confidential space for students to talk about their issues and concerns. I can help them explore their thoughts, feelings and behaviours to develop a better understanding of themselves and others.

I do not give my own opinions or advice or prescribe medication. I help the students find their own solutions. This is really successful in VPA with students coming to see me directly or being referred by a teacher or guardian. I am very lucky to work in such a fantastic school with amazing students, that have real life stories and so much potential.

## Staff Well-Being

Staff wellbeing continues to be a key priority for our school, and this term we have updated our Staff Wellbeing Policy to ensure colleagues are supported, listened to, and clearly signposted to further help when needed. Alongside these measures, we have enjoyed several wellbeing events, including a cooked breakfast every half-term, which offers a welcome opportunity for staff to relax and connect. To celebrate the festive season, a Christmas quiz with prizes is planned to bring plenty of smiles, and we will be marking the end of term with an early finish this Friday as a small token of thanks for the immense hard work and dedication shown by every member of staff. We are deeply grateful for all that our team continues to do for our pupils and school community.

## GDPR



This term, we want to reassure families that all pupil data remains fully secure and has not been affected by any recent events. The Trust has been managing a cyber-attack that targeted certain staff information, and immediate action was taken to contain the issue and strengthen security measures.

While the matter has been addressed and additional protections are now in place, staff have been reminded to remain vigilant and to follow best practices around data security. We remain committed to meeting all GDPR requirements and to keeping our school community informed and protected.

## Attendance

As we wrap up the term, we want to sincerely thank our families for supporting regular school attendance. Each day in school helps children learn, grow, and build lasting friendships. We know the festive season is busy, but keeping up good attendance right until the holidays ensures every child finishes the year feeling proud of their achievements. Your commitment makes a real difference, and we're grateful to share this journey with you.

We are delighted to share our whole school attendance for the term: 76.07%. Behind this figure are the efforts of pupils, families, and staff working together to keep learning on track. Here's how each key stage has contributed: Key Stage 1 – 100.00%, Key Stage 2 – 92.29%, Key Stage 3 – 78.35%, Key Stage 4 – 73.12%.

This is a wonderful achievement, and we are proud of the dedication shown across the school. Every percentage point represents children gaining knowledge, building friendships, and preparing for a bright future.

Thank you for being part of this journey together we are giving our pupils the gift of consistency, resilience, and success.

## Safeguarding

Dear Parents and Carers,

As we approach the Christmas break, I wanted to take this opportunity to update you on some of the important safeguarding initiatives and support services we have in place at Victory Park to ensure the safety, wellbeing, and development of all our students.

It has been a busy and productive term, with a continued focus on safeguarding, mental health, and educating our students about important issues such as drug and alcohol misuse, hate crime, and personal safety. I'd like to share with you some of the key activities and services we've been working on this term, along with a reminder of the ongoing safeguarding training and support we offer.



## NSPCC Speak out workshop -LEAP 1&2

The Speak Out, Stay Safe safeguarding workshop was successfully delivered to children and staff, equipping them with vital knowledge to help keep children safe from abuse and neglect. The programme, designed to empower a generation with the confidence and understanding they need, was warmly received across both Leap 1 and 2.



By the end of the workshop, children left with a clearer understanding of their rights, the importance of speaking out, and the reassurance that help is always available. The Speak Out, Stay Safe programme continues to be a cornerstone of safeguarding education, ensuring that every child knows they are valued, protected, and never alone.

## Parent Coffee Morning: Mental Health and Wellbeing

A parent coffee morning was held to promote the academy's commitment to student welfare and to provide guidance on strategies that families can implement at home. Parents and carers were offered practical advice, and the session facilitated peer discussion and mutual support. Feedback indicated that attendees found the morning valuable and expressed interest in future sessions of a similar nature.

## Ongoing Safeguarding Training

Keeping children safe is always our top priority at Victory Park Academy. To make sure we're ready to support every child, our staff take part in regular safeguarding training throughout the year.

This training helps us to: Look after children's mental health and wellbeing; guide pupils in making safe choices online; spot and prevent bullying and raise awareness of risks linked to alcohol and drugs

By keeping our knowledge fresh and up to date, we can respond quickly to any concerns and continue creating a safe, supportive environment where children feel happy, secure, and ready to learn.

We want families to know that safeguarding is a shared commitment together, we're building a community where every child can thrive.

## Police Visits - Building Positive Relationships

Our local police officers visit the school each month, giving children the chance to meet them in a friendly setting. Pupils enjoy asking questions and learning about staying safe, online safety and community responsibility. These visits help build trust and confidence, while reminding children that support is always available if they need it.



## Looking Ahead

As we approach the new year, we will continue to work hard to provide a safe and supportive environment for our students. In addition to the initiatives already in place, we will be running further awareness campaigns around mental health, online safety and peer support networks. We will also be continuing to offer workshops and drop-in sessions on a variety of topics to support students in making informed, positive choices for their futures.

Should you have any questions or concerns regarding safeguarding or any of the services mentioned above, please don't hesitate to get in touch with me directly. We are always here to help and support you and your child. Thank you for your continued partnership in keeping our students safe and well. Wishing you all a peaceful and happy Christmas break.

Warm Wishes

Charlotte Burch

Safeguarding Lead

## Quality of Education

Our regular monitoring shows that pupils are receiving a strong and consistent educational experience. The curriculum, reading, and feedback remain significant strengths across the school.

Area	Major Strength	Strength
Work Scrutiny	17%	69%
Marking Policy	17%	83%
Curriculum	14%	83%
Progress and Learning	19%	78%
Ambition	12%	85%
Quality of Feedback	12%	88%

These results show that while marking expectations are still embedding for some new staff, the overall quality of teaching and learning remains very strong. Curriculum and reading remain exceptionally strong, ensuring pupils experience well-planned lessons and

develop essential reading skills. Feedback is consistently high-quality, supporting pupils to know how to improve. Overall, pupils are continuing to make good progress and benefit from ambitious teaching.

## Learning Walks

Learning walks help us observe teaching and learning in action. This term, we have seen very positive results with many major strengths across key areas.

Area	Major Strength	Strength
Subject Knowledge	67%	33%
Behaviour	62%	38%
Use of Resources / LSA / Differentiation	51%	49%
Feedback / Questioning / AFL	54%	46%

Teaching and learning across the school are now consistently excellent, with sustained improvement in all areas by Autumn 2. Behaviour continues to be a major strength across the school, with pupils consistently demonstrating excellent attitudes to learning. Core skills such as reading, writing and numeracy are firmly embedded in lessons, supporting strong progress. New staff are also settling in well, supported through mentoring and collaborative planning, helping ensure consistency and quality across classrooms.

## Literacy & Numeracy Progress

We are proud of the strong start made in literacy and numeracy this year. These skills are essential for success across the curriculum.

Area	Autumn 1	Goal
Literacy (2025–26)	96.1%	Meet or exceed targets
Numeracy (2025–26)	96.1%	Meet or exceed targets

Almost all pupils have met or partially met their literacy and numeracy targets. Daily reading, small-group interventions, SEND support, and programmes such as Lexia and Read Write Inc. have made a significant difference. External reviews confirm that literacy and numeracy remain strong across the school.

As we move into the Spring Term, we will continue strengthening marking, feedback and lesson quality. Reading for pleasure and daily reading routines will remain a priority. Interventions will be monitored

carefully to ensure all pupils receive the support they need to succeed.

## GCSE Exam Dates

### ART

Tuesday 5th May 2026 (AM) (3h30m)

Wednesday 6th May 2026 (AM) (3h30m)

Thursday 7th May 2026 (AM) (3h)

### Maths

Thursday 14th May 2026 (AM) – Paper 1 (Non-Calculator) (1h30m)

Wednesday 3rd June 2026 (AM) – Paper 2 (Calculator) (1h30m)

Wednesday 10th June 2026 (AM) – Paper 3 (Calculator) (1h30m)

### English

Thursday 21st May 2026 (AM) – Paper 1 (1h45m)

Friday 5th June 2026 (AM) - Paper 2 (1h45m)

## Key Dates

### Last Day of Autumn Term

Friday 19<sup>th</sup> December 2025

### Christmas Break

Sunday 20<sup>th</sup> December 2025 to Sunday 4<sup>th</sup> January 2026

### Teachers Training Day

Monday 5<sup>th</sup> January 2026

### First Day of Spring Term

Tuesday 6<sup>th</sup> January 2026