



THE VICTORY PRIMARY SCHOOL



School Prospectus

2019-2020



The Victory Primary School

The best in everyone™

Part of United Learning



THE VICTORY PRIMARY SCHOOL



WELCOME FROM THE HEADTEACHER

Dear Parents/Carers,

Welcome to the 2019/2020 edition of The Victory Primary School prospectus. If this is your first child who is joining us, we welcome you as parents and look forward to a happy and successful partnership over the coming years. If you already have a child here, we hope to strengthen our existing links with you to enable us to provide the best education possible.

Our motto is 'The Best in Everyone' and so we are committed to providing the highest standard of education for every pupil. We share, with parents, the responsibility for teaching our children and preparing them for the future. Our children really matter and every individual's ability is recognised, developed and rewarded.

This year has been a particularly successful year for The Victory with success in end of Key Stage examinations (for the second year running Victory pupils achieved the best progress in performance) and in the sports field. In addition, we have had another successful Ofsted inspection which recognised the strengths of the school and its commitment to our children and families (for the full report please visit our website www.thevictoryprimary.co.uk)

We hope you will find the information given here reassuring and useful when making decisions during your child's time at The Victory. If you are thinking of bringing your child to The Victory Primary School please make an appointment by calling us on 023 9200 1160. I will be pleased to personally show you around the school. You will find our admissions policy at the back of this booklet.

Yours sincerely,

Mr. Jim Hartley

Head Teacher



CONTENTS

School Information.....	Page 3
Staff List.....	Page 4
School Governors.....	Page 6
Our School.....	Page 7
United Learning.....	Page 8
The National Curriculum.....	Page 9
Other Aspects of the Curriculum.....	Page 16
Special Educational Needs.....	Page 19
Language Inclusion Centre.....	Page 21
Behaviour	Page 22
Attendance	Page 24
Pastoral Care.....	Page 25
Miscellaneous Information.....	Page 26
Uniform.....	Page 26
Communication and Information.....	Page 29
Admission Policy	Page 31
Formal Complaints.....	Page 35
GDPR	Page 39

OUR VALUES



Kindness

Respect

Determination

Teamwork

Excellence

Our values are important in everything we do and are demonstrated in all aspects of school life.

“Pupils and staff demonstrate the school values of kindness, respect, determination, teamwork and excellence in their day-to-day work” Ofsted Report 2019

KEY INFORMATION

THE VICTORY PRIMARY SCHOOL

ALLAWAY AVENUE

TEL: 02392 001160

PAULSGROVE

E-MAIL: admin1@thevictory.portsmouth.sch.uk

PORTSMOUTH

WEBSITE: www.thevictoryprimary.co.uk

PO6 4QP

UNITED LEARNING DIRECTOR OF PRIMARY EDUCATION:

Darran Lee

Director of Primary Education

United Learning

3rd Floor

91-95 Southwark Bridge Road

London

SE1 0AX

Tel: 01832 864538

TIMES OF SCHOOL DAY:

	Reception	Years 1 & 2	Years 3-6
Morning session	8:55 am – 11:45am	8:55 am – 12:10 pm	8:55 am – 12:30 pm
Lunch	11:45 am – 12:45 pm	Year 1 12:10 – 12:55 pm Year 2 12:20 - 1:05 pm	12:30 pm – 1:15 pm
Afternoon session	12:45 pm - 3.15 pm	12:55pm – 3:15pm	1:20 pm – 3:20 pm

NB Nursery times vary. Please contact the school office for details

Breakfast club begins at 8:00am. School gates open by 8:45am. The school office is open between 8:00am and 4:20pm.

SCHOOL STAFF

HEAD TEACHER-Jim Hartley

DEPUTY HEAD TEACHER-Kath Jones

YEAR 6	Anne-Marie Harding	Class Teacher
	Hayley Russell	Class Teacher
YEAR 5	Lewis Bailey	Class Teacher
	Adam Tickner	Class Teacher
YEAR 4	Stacey Appleton	Class Teacher
	Emma Nordvelle-Combs	Class Teacher
YEAR 3	Natalie Barker	Class Teacher
	Sophie Fergusson	Class Teacher
YEAR 2	Lucy Harris	Class Teacher
	Lewis Plato	Class Teacher
YEAR 1	Lynn Counsell	Class Teacher
	Kayleigh Baker	Class Teacher
	Sarah Crockett	Class Teacher
EYFS	Kirsty Seaton	Class Teacher
	Kara Jeffery	Class Teacher
	Alice Crowe	Class Teacher
	Lucy Jones	Class Teacher
INCLUSION CENTRE		
	Vikki Gidney	Assistant Head Teacher / SENCO
	Tracey Downie	Class Teacher
	Kate Morgan	Inclusion Centre Manager
SPORTS CO-ORDINATOR	Kath Unitt	
LAC	Lynn Counsell	

BUSINESS MANAGER

Jill Potheary-White

ICT NETWORK MANAGER

John Lacey

SENIOR TEACHING ASSISTANT

Sandy Wyatt

TEACHING ASSISTANTS

Belinda Bevan
 Louisa Pattison
 Sharon Broad
 Tania Surtees
 Lorraine Devine
 Michelle Durow
 Melissa Sabiston
 Sue Hansler
 Teresa Harris
 Belinda Austin
 Wendy Pender
 Jenny Watson
 Lucy Montador

Carol Stephen
 Audrey Smylie
 Katie Gilbrook
 Sharon Wood
 Liz Rose
 Claire Pellett
 Emma Saveall

NURTURE UNIT

Claire Robins
 Emily Porter

HIGHER LEVEL TEACHINGS ASSISTANTS

Jackie Owen
 Paula Vickers
 Hiedi Westbrook

LEARNING MENTORS

Jane Cragg
 Wendy Winter
 Mags Kelly
 Maria Wood

LEAD LEARNING MENTOR Lisa Stephen**SAFEGUARDING CO-ORDINATOR**

Jane Tewkesbury
 Sam Griffiths

CLEANERS

Jim Allen
 Pat Ardrey
 Jackie Law
 Bev Allen
 Carol Ohm
 Amanda Richardson-Sandell

SUPERVISORY ASSISTANTS

Bev Allen
 Karen Beldjoudi
 Louise Dine
 Donna Hayward
 Jenette Houghton
 Tammy McPhail
 Caroline Mellish
 Belinda Walker
 Amanda Richardson-Sandell
 Laura Ross

AFTER SCHOOL CLUB

Michelle Durow (Manager)
 Laura Ross
 Emily Porter

SITE MANAGER

Stephen Sheehan

OFFICE MANAGER

Sharon Binns

ADMIN/ FINANCE SUPPORT

Annette Shires
 Ruth Stephen
 Jane Cragg

FIRST AID

Jill Potheary-White - Higher
 Hiedi Westbrook - Higher
 Sharon Wood – Higher

BREAKFAST CLUB

Michelle Durow (Manager)
 Suzanne Hansler
 Carlee Scott
 Trudie Ayling
 Lucy Montador

SCHOOL GOVERNORS

Local Governing Body (LGB)

School Governing Body:-

Richard Clark (Authority) - Chair

Romaine Seebolm (Parent)

Dave Aarons (Community)

David Horne (Community) - Safeguarding Governor

Dave Judson (Parent)

Kate Blake (Parent)

Jenny O'Hara – Clerk

All Governors can be contacted c/o The Victory Primary School.

“The Local Governing Body have an accurate understanding of the school’s effectiveness and provide useful challenge and support” Ofsted Report 2019

If you are interested in becoming a Governor, please contact the clerk c/o the school office.

LEADERSHIP TEAM

Jim Hartley - Head Teacher

Deputy Head Teacher – Kath Jones

Assistant Head Teacher-Vikki Gidney (SENCO)

Assistant Head Teacher-Jen Groom (EYFS leader)

Business Manager – Jill Potheary-White

English Manager-Lucy Harris

Mathematics Manager – Anne-Marie Harding

Executive Business Manager – Sam Galloway

“The school’s leadership team’s unflinching commitment to the pupils and the wider community has resulted in the school having inclusivity at the very heart of all it does” Ofsted Report 2019

OUR SCHOOL

The Victory Primary School is a new school on the outskirts of Portsmouth that serves a lively and cohesive community. The school which opened in November 2010 is one of the best equipped schools in the area and we are very proud of the facilities we are able to offer the children and our community.

We have cutting edge ICT equipment, with over 80 mobile devices in the school for children to use and Interactive televisions or SMART boards in every classroom from Nursery to year 6.

The school is set on a large plot and we are fortunate enough to have two large playgrounds and five smaller playgrounds in the school. We also have an all-weather pitch which we can use for outdoor games and community use.

A recent priority of the school has been to develop the indoor learning environment in order that it contributes to outstanding learning. Visit the school's website (www.thevictoryprimary.co.uk) to see more images of the inside of the school.

We strive to match our outstanding facilities and technology with outstanding provision for the children in our school. We are passionate about improving our children's life opportunities by providing excellent teaching and learning.

Pupils enjoy what they learn and are engaged in lessons

Pupils books show that over time they apply what they have learned and make good progress

Teachers typically show good subject knowledge, effective use of assessment and the ability to design tasks in English and Mathematics allowing pupils to achieve well.

Ofsted Report 2019

To view the full OFSTED report please visit www.thevictoryprimary.co.uk/about-us/ofsted

About United Learning



The Victory Primary School is an academy and is part of a multi-academy trust called United Learning.

United Learning is a group of schools which aim to provide excellent education to children and young people across the country. We seek to improve the life chances of all the children and young people we serve and make it our mission to bring out the best in everyone – students, staff, parents and the wider community. We are uniquely *united* across both the state and the independent sectors; we make *learning* and improvement our focus. Together, we are one of the country's leading education providers, currently educating over 30,000 students and employing over 5,500 members of staff including over 2,500 teachers.

We provide a broad education, which prepares young people to progress in learning and to make a success of their lives. We focus sharply on the evidence of what makes it more likely that young people will progress and succeed, apply that to our practice and continue to learn and develop our schools. We make it a priority to provide teachers with excellent professional support and development, so that every child receives an excellent experience.

Through being a group, we can offer more to both staff and young people than any single school could offer alone. The growing range of outstanding group-wide activities that we can provide will mean that more young people will have truly exceptional and inspiring experiences. Already, we believe that our group contains the most developed relationships and practical interaction between independent and state schools in the country, creating benefits for all the schools involved.

United Learning Ethos and Values

Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere.

We summarise this ethos as **the best in everyone**. This ethos underpins our core values:

- **Ambition** – to achieve the best for ourselves and others
- **Confidence** – to have the courage of our convictions and to take risks in the right cause
- **Creativity** – to imagine possibilities and make them real
- **Respect** – of ourselves and others in all that we do
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests
- **Determination** – to overcome obstacles and reach success

As a single organisation, we seek to bring together the best of independent and state sectors, respecting both traditions and learning from each. We believe that each of our schools is and should be distinctive – each is committed to developing its own distinctive strengths and identity while sharing our core values as institutions which promote service, compassion and generosity. This ethos is our expression of our Christian roots, in schools which are fully inclusive and both welcome and respect students and staff of all faiths and none.

Visits from the Trust Directory have been particularly helpful in checking strength and areas to develop in teaching Ofsted 2019



THE CURRICULUM

Although the school's priority is to develop the core skills of English and Maths, the Victory Primary School aims to deliver a broad and creative curriculum that meets the requirements of the National Curriculum, prepares the children for later life and engages their interest in the wider world. The National Curriculum divides subjects into two areas: core subjects (English, Mathematics, Computing and RE) and foundation subjects (History, Geography, Art, Music, PE, Design technology, PSHE, Science and MFL).

Leaders have a clear vision for the curriculum and have made improvements to the content of what pupils learn across a range of subjects. Ofsted 2019

CORE SUBJECTS

ENGLISH

English

We believe that English is at the heart of the whole curriculum and as such have high expectations of our pupils in all areas of this, including reading, writing and speaking and listening. Children's abilities are developed within an integrated programme of reading, writing, handwriting, spelling, punctuation and grammar across the curriculum in order to make them skilled communicators, fluent readers and expressive writers.

Phonics

Phonics is taught daily to all children in early years and key stage one (and where appropriate in key stage 2). At the Victory Primary School, we use a synthetic phonics approach as the main approach to early reading. For the most part, we follow the government published programme "Letters and Sounds", which support us in providing a multi-sensory approach to learning phonics. However, in addition to this, we teach the additional graphemes, which are part of the current national curriculum too. As a school we believe that children learn best when they are active, so we ensure that these lessons are fun, engaging and get pupils up and moving.

Using Jolly Phonics to support where appropriate, we use a multi-sensory approach. Pupils are systematically taught the phonemes, learning actions and ditties for each grapheme. They are taught how to blend the sounds for reading and how to segment the sounds for spelling. When children are learning to spell during these sessions, we also teach them to spot and apply "best guess rules" to help them. For example, knowing that ay, usually comes at the end of a word, so if I need to spell a word with the /ai/ phoneme at the end, it is likely to be spelt with the grapheme ay. During this time, children also learn how to read and spell "tricky words", which are words that do not completely follow the phonetic rules. Children are encouraged to spot the unusual graphemes and to explain what is unusual about them. They practise these words through a variety of fun and engaging games and are encouraged to think about ways that they will remember them e.g. If you can spell all, you can spell small and tall as well or oh, you, lucky duck, can help you to remember how to spell could, would and should.

Children have additional opportunities to practise these new skills in reading and writing as we try (where possible) to link this learning to our writing and reading lessons and the children are encouraged to regularly read books that are matched to their phonetic ability at home too.

For those children who do not progress as quickly, we work hard to give them extra support to enable them to catch up. They work in small groups or individually with another adult to target their areas of need on a regular basis and because we believe that exposure is key, they do this in addition to the phonics that their peers are learning.

Reading

As a school, we believe that if we are going to develop children who can read accurately and fluently for meaning and pleasure, we need to nurture their love of reading and not only teach them the mechanics of reading but comprehension skills as well. For example, in early reading, children are taught to use their phonic skills and knowledge as their first approach to reading, but they are taught other strategies too, such as using the picture, using the context or looking for words inside words, for those words that “don’t follow the rules”.

Reading is taught every day across the school from early years to year 6 in a variety of ways with a focus on strategies to decode and understand. During the week children are taught these skills in a variety of ways:

- whole class reading
- individual reading
- guided reading
- phonics (mainly early years and key stage one)

Children are also encouraged to read regularly at home by their class teachers in order to practise their new skills. We like them to read every day, but we encourage all our children to read at least three times a week. Children have the opportunity to change their book every day and have a selection of books to choose from (many of which are new this year), which are at an appropriate level for them. In addition to this, we plan opportunities for children to practise these new skills in other areas of the curriculum too.

Reading for Pleasure

Reading for pleasure is high on our agenda because if we believe that children are not engaged with the process of learning to read, they are unlikely to achieve their true potential or develop into life-long readers. We promote reading for pleasure in a variety of ways:

- daily ERIC time (Everyone Reading In Class)
- bedtime story sacks (These are sacks with books in that we send home for an adult to read to their child.)
- library visits (At least once a week, children visit our lovely library with a wide range of books, which was revamped this year, to enjoy reading on their own, with a partner or with their class and they are allowed to take a book home.)
- class reading areas (In every classroom, there are engaging areas that are clearly labelled, comfortable and well-stocked and make children want to go in and read.)
- teachers reading aloud good quality texts (to nurture our children’s love of reading and broaden their reading diets)

Pupils make particularly strong progress in reading as a result of the different actions that have been taken to strengthen teaching Ofsted 2019

Writing

Throughout the school, writing is taught daily and staff use the current curriculum objectives when planning. Where possible, children's writing is linked to other areas of the curriculum so that children have opportunities to practise and apply their skills in a range of contexts.

In line with the 2014 National Curriculum, children are taught to articulate ideas and structure them clearly in speech and writing. Initially, teachers will support pupils' developing ideas by modelling the planning and writing process, allowing children lots of opportunities to orally rehearse their ideas, so that children feel confident when applying their writing skills independently.

When writing, pupils should understand the following:

- There is a purpose to their writing.
- There are a range of text types; each with their own features and conventions to be applied when writing.
- Their writing must make sense and flow.
- The need to pay close attention to spelling, punctuation and grammar when working in order to improve the sense and clarity of their work.
- Writing is a process which allows for changes and edits to be made. This editing could be done independently, with a peer or with an adult throughout the process. Children know that it is important to listen carefully to any advice given at this stage and that they should act upon it as best they can.
- A wide range of interesting and exciting vocabulary should be experimented with to engage the reader and make their writing more effective.
- They can look at and make use of teacher models and the learning environment to aid their work.
- That writing is an enjoyable activity with great value.

Spelling, Punctuation and Grammar (SPaG)

Spelling, punctuation and grammar (SPaG) are taught every day in addition to writing sessions across key stage one and two. Teachers model how to apply these skills during writing lessons and pupils are expected to practise these skills in their own writing too. In addition to this, teachers highlight how other authors have used these features in their writing too during reading sessions to help children understand how and when to use these features effectively and with purpose.

Writing lessons are based on interesting and engaging texts Ofsted 2019

Handwriting

At the Victory Primary School, children begin to learn cursive script from early years, where appropriate in line with the 2014 curriculum. Handwriting is taught in a lesson and then practised and encouraged in all aspects of the curriculum thus promoting understanding and application. NB our handwriting policy will be changing in the 2019/20 school year.



MATHEMATICS



Maths is a core subject and therefore all children receive daily, discreet lessons in the subject (except in EYFS, where children develop the skills they need through play-based activities). As a school, we follow the National Curriculum for Mathematics. The learning takes place in a variety of ways, including whole class sessions, group work and individual application of skills. Children learn through the use of practical equipment to support, problem solving, investigation, oral participation and written methods. Where possible, Maths is also included across the Curriculum and in our Topic work; for example in Design Technology, PE and Science.

Children are taught about the importance of Maths to their lives and future economic wellbeing. They learn how to use a variety of different strategies to solve problems and are encouraged to record their work in a variety of ways, appropriate to their age and ability. Children who have Special Educational Needs or are identified as needing a boost with their Maths, receive extra support, using intervention materials and personalised learning, both in and outside of the normal Maths lesson.

Our focus will be to improve Mental Maths across the school, including times tables. To encourage children to learn their times tables, we have a reward system which enables children's to earn certificates and reasoning skills.

Parents are encouraged to help their children at home with a range of Maths skills including counting, times tables and telling the time.

COMPUTING & ICT

ICT is integrated into every subject and the school benefits from a bank of 60 mobile devices which are used in class. The devices are Windows 10 touch screen tablets. This allows every child to have access to a mobile device. The school boasts a whole school wireless network enabling the mobile devices to be used anywhere within the school.

Every classroom has an Interactive Board which are mostly interactive televisions. The Year 4, 5 and 6 classes have the latest iboards (interactive televisions) installed which have proved very popular and over time more classes will be upgraded. The school also benefits from state-of-the-art stage sound and light systems, an interactive floor and software to allow the children to create stop frame animations.

The school has a high-speed Internet connection allowing lessons to access resources on the Internet to augment the children's learning. Internet Safety is very important and not only is our internet connection filtered but

typing any inappropriate words on any computer within the school will cause the event to be logged and investigated by staff.

RE

At The Victory Primary school we offer opportunities for pupils to explore, interpret, investigate and respond to ways of looking at the world through the lens of a range of faiths and beliefs.

As our children develop as speakers and thinkers, we encourage them to talk about and share their own beliefs, to respect the beliefs and values of others and to reflect on similarities and differences amongst different faith and non-faith groups in order to support their own spiritual, moral, social and cultural development.

Teachers carefully plan lessons to encourage higher-order thinking and children participate in lessons that work towards a key question about the faith(s) they are learning about.

We achieve this through:

Year group performances/concerts;

Visiting places of worship;

Welcoming visits from members of the community;

Class discussions;

Cross-curricular activities.

In 2017 we had a visit from SACRE (Standing Advisory Council on Religious Education) to look at the provision and effectiveness of RE teaching across the school. Their report states that 'there was good evidence of providing RE that reflected the interests of the children... the discussion and the enthusiasm and commitment to the subject was clear to see,' (December 2017).

FOUNDATION SUBJECTS

PE

The school has achieved the Gold Mark award for sport participation and progress. Children get two PE sessions a week. One lesson covers team games such as basketball, netball, cricket, hockey and rounders and in good weather it is held outside. The other session focuses on gymnastic and dance skills. We expect all children to take an active part in these lessons as part of developing their general health and fitness. As well as class lessons, we encourage interested children to take part in extra-curricular clubs and the school boasts a number of successful teams. It is important that the children wear a P.E. kit for all aspects of sport. Kit needs to be named and should be replaced regularly as the children grow. We have strong links with Portsmouth University, Premier Sport Education and Chelsea Football Club.

Children are given the opportunity to learn how to swim in Years 3 and 6. This takes place at the Mountbatten Centre in Portsmouth

SCIENCE

The children have a Science focus for one week every half term. Cross curricular links are developed to consolidate learning. As well as teaching scientific facts, we aim to ensure that children understand scientific investigations and understand how to plan and carry out experiments before analysing the results and drawing conclusions. As a core subject children will have the opportunity to access excellent resources and to use interactive whiteboard programs. They will also be taught in a fun, creative and inspiring way to release every child's potential.



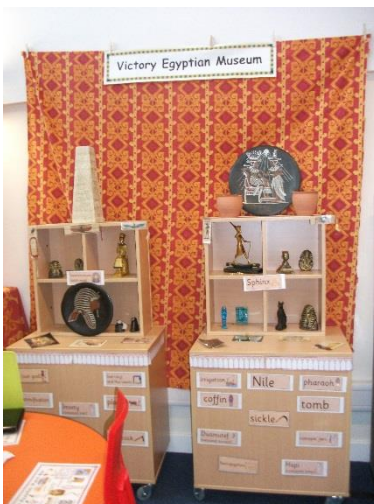
MODERN FOREIGN LANGUAGES

Modern Foreign Languages is taught throughout Key Stage 2. At The Victory, we have opted to teach French which the class teacher delivers weekly to our children. We feel it is extremely important that children begin to learn a second language to prepare them for secondary school.

HISTORY

Our History teaching is topic based, looking at various times in the past and how they affected people at the time as well as considering their effect on the modern world. We exploit Portsmouth's rich past with units on World War II and Victorians.

We also teach children about ancient civilisations such as the Greeks and Egyptians. Wherever possible we support History teaching through actual artefacts, visits to museums or sites of particular interest or by inviting speakers into the classrooms.



GEOGRAPHY

Our Geography teaching is also topic based comparing Portsmouth with other localities both in the UK and abroad. We consider how natural phenomena affect people and how people adapt to or change the environments in which

they live. Children also study a current affairs unit. We support our Geography teaching wherever possible with visits to local areas.

PSHE

PSHE is Personal and Social Education. The school has recently introduced a new PSHE curriculum based on the Social and Emotional Aspects of Learning. Each half term there is a different theme from getting children motivated and achieving goals to coping with relationships. In addition, children will learn about drugs, smoking and substance abuse. Our Year 5 and 6 children are taught sex education, our policy on this and other aspects of the curriculum is available from the school.

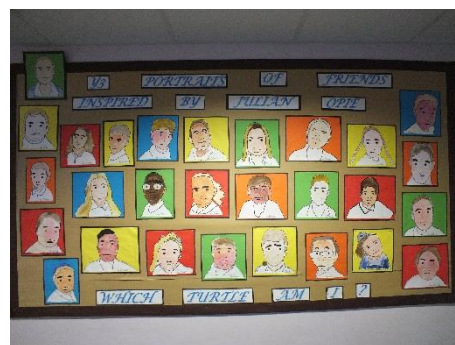


ART



Children research to find out how other artists have expressed themselves before learning new skills and applying these to their own work. They are given the opportunity to express their own ideas, feelings, thoughts and experiences confidently through painting, drawing, print-making and

sculpture. We aim to develop confidence, value and pleasure in Art. Children have been involved in many Art projects which have gained media coverage. These have included: -



- The Skin-Deep Project at Royal Navy museum in Portsmouth's historical dockyard
- The Portsmouth Recycling Competition in which they won first prize
- The Design a New Christmas Stamp Project which they extended by writing persuasive letters to the Queen! The Royal Press Office interviewed some of the children and the story was printed in the News
- Designing and creating Friendship Benches for our school grounds
- The Rags to Riches project where they were invited to exhibit their work at the Kings Theatre and met the cast of the show

DT

Children learn the skills of designing and modelling to develop an understanding of how materials can be used in various ways. During the design stage, we look at examples of technology in everyday life. We teach them how to combine and join materials to produce a final project, fit for purpose, and to evaluate its effectiveness. These projects are linked to other areas of the curriculum and are based on a progressive programme of skills teaching. Food technology is included in this area. They also looked at designers and recreated work in their style.

THE CREATIVE CURRICULUM

The curriculum is taught through a Topic based approach which is centred around the story or information text selected for that particular term. The children learn about a range of Art, IT, Historical, Geographical, Religious, Personal, Social and Health and Technological topics which are taught through text-based learning. The children use the taught skills and apply these through their writing opportunities. The children take part in exciting hooks to engage them in their learning, so examples are investigating scenes from the point of view of journalists or police officers, performing dances, role play opportunities and attending trips. Each term, you will receive a curriculum leaflet explaining what the children will cover, the skills that they will develop and the social events that are happening as a result. Examples of the high-quality work produced by the children can be seen on our displays throughout the school.

REPORTING TO PARENTS

In years 1, 3, 4, 5 and Rainbow Fish classes reports are sent out in the Spring term. In years R, 2 and 6 reports are sent out at the end of the summer term. Parents/Carers will be informed about the areas of the curriculum in which their child has made progress and the areas that they will need to work on. There is also a section which details how much effort your child is putting into their learning and their attainment compared with national expectations. The school holds two parents' consultation evenings a year as well as optional drop-in sessions.

OTHER ASPECTS OF THE CURRICULUM

EARLY YEARS



Some of the Children at The Victory join the school in the Nursery. Children can be registered from the term after they are three. (Contact the school office for admissions arrangements) Other children start at the school when they have finished Nursery School at the beginning of the Reception Year. The Early Years Foundation Stage (EYFS) is the name given to the Nursery and the Reception Class.

The EYFS is a single quality framework to support children's learning and development from birth to 5 years. The EYFS is delivered through a well-planned play-based approach to learning and development.

For all children learning begins at birth. Through the EYFS practitioners will provide appropriate play experiences to enable your child to develop in all areas. The activities that are provided for young children will underpin the skills they need to work towards the Early Learning Goals.

Prime Areas

- Communication and language
- Personal, Social & Emotional development
- Physical development

Specific Areas

- Mathematics
- Expressive Arts and Design
- Literacy
- Understanding the world



There are 3 prime areas that contain the skills the children need before they are ready to access learning in the other 4 specific areas. Each area is divided up into stages of development and practitioners are able to identify resources and learning opportunities for individual children dependant on their development needs.

The EYFS also actively encourages practitioners, Parents and Carers to work together to help children develop to their full potential.

Before children start in the Reception Class there are a large number of induction activities including: visiting the children at their Nursery, home visits, an

open evening and taster days at school.

The curriculum is designed to develop pupils' knowledge within individual subjects Ofsted 2019

ABLE LEARNERS

At The Victory Primary School we value all children as individuals with unique gifts and talents. We are committed to the identification, development and celebration of these and the achievements made by all of our pupils. Opportunities are provided for children to achieve their full potential within the school curriculum and through participation in the many clubs and coaching sessions which are offered.

SCHOOL VISITS

As a regular part of our curriculum, children are taken on trips in the locality or further afield. Parents are informed in writing of any educational trips for their child's class. Parents are invited to contribute towards the entry and travel costs as this enhances the range of places we can visit. Without such voluntary contributions, we would not be able to visit some of these places. These visits are highly enjoyable and beneficial to the children, enhancing topics they are learning in the classroom, connecting them with real life.

In Year 4, children have the opportunity to extend their learning by going on a residential visit to Stubbington Study Centre. This is a hands-on learning experience giving the children the chance to put theory into practice while learning about themselves and the world around them.

EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities take place either at lunchtime or after school and are free for our children to attend. In the past year the clubs have included: -

After school clubs:

Clubs held in 2018/2019 included:

Boys and girls football years 3-6

Dance Yrs1-6

Cheerleading

Athletics years 3-6

Cricket

Multi Sports

Basketball

Netball

Gymnastics

Tennis

Bikeability

Daily Mile

Competitions:

Every year the school takes part in many competitions just to name a few:

Winners of Portsmouth Schools Football boys under 10 and under 11

Castle View Academy year 6 boys and girls football winners

'Dance off' competition* - best team award

Cheerleading - best primary school performance in city wide event

Gifted and Talented - top 3 performers and second-best primary school across the city

Athletics - Winners of Paulsgrove Cup

* Multisports, Gymnastics, Dance and Cheerleading children have to pay as run by outside company. These clubs lead into city wide competitions.

Homework

In 2016 the school received its homework policy to be in line with parent expectations. For an up to date copy of the homework policy please have a look at the school website.

Library

Our school Library is located centrally between KS1 and KS2 classrooms. The Library is open before school, each break time and each lunch time. There is a rota offering each year group the opportunity to visit the Library. As a class, the children also visit the Library and the Library is open after school every Monday for children to come along with their Parents / Carers. We had a school vote to decide on the theme of our library and the winning vote was a castle. We have a team of Year 6 pupils who work as librarians helping to keep the Library clean and tidy and also read with younger children. The Library has a weekly column in the school newsletter keeping Parents up to date with Library news.



SPECIAL EDUCATIONAL NEEDS

The SEN code of practice 2014 states a child has SEN

if the child's learning difficulty or disability calls for special educational provision

or

if they have a significantly greater difficulty in learning than the majority of others of the same age, which can include a pupil needing to make additional progress with wider development or social needs.

The Victory Primary School recognises that all children have individual needs and that many children will need additional help at school in many different areas, for many different reasons and for different periods of time. One in five children nationally receives additional help at some time in their school career.

Our Special Needs and Inclusion Policy describes our aims and how we implement them, and a copy may be obtained on request from the school office.

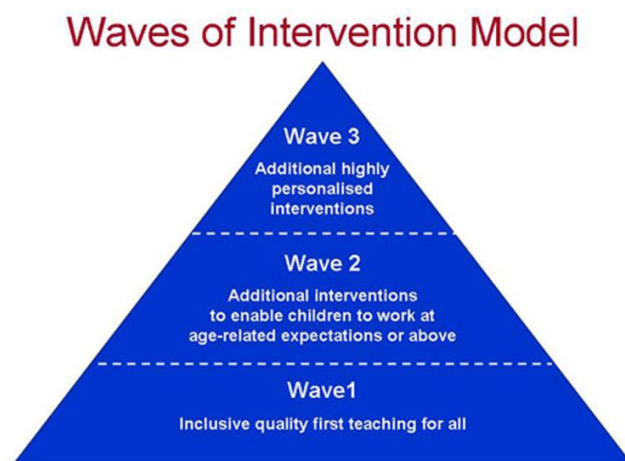
All of our teachers are teachers of children with Special Educational Needs (SEN) and to support them in this role, we have a team of experienced, well qualified and committed support staff. They are led by our Special Educational Needs Co-ordinator (SENCo), Mrs Gidney, who oversees the identification, assessment and intervention for any child with particular needs.

These are classified in four areas:

- Communication and Interaction
- Cognition and learning
- Social, Mental and Emotional Health
- Sensory and/or Physical

There is a graduated approach to support all these areas which is described below, but for further information, particularly with regard to Statutory Assessment and Education and Health Care Plans (EHCP), please contact Mrs V Gidney our SENCo.

Waves of Intervention model



Early Intervention

In the event that a child is failing to make the expected progress for their age, the class teacher, in discussion with parents and the SENCo, will identify areas of concern and ways in which these concerns can be addressed. This will be reviewed after half a term to decide whether further support is needed.

If a child continues to underachieve or to experience difficulties in a particular area, the class teacher, in discussion with parents and SENCo, will identify the area of need and ensure that appropriate support is available within the class to address the barriers to progress. The barriers to learning will be identified, and agreed targets set, in a SEN support plan. In some cases, support from within the school is not sufficient, and it may be decided to request help from a wide variety of outside agencies in the field of education, health and social care.

Request for an Education and Health Care Plan (EHCP)

Where the level of support is such that it requires greater resources than those available from within the school, the LA will be requested to consider whether, working co-operatively with parents, school and other agencies, a statutory assessment of the child's educational needs is necessary, and if so, to conduct that assessment in close collaboration with parents, school and other agencies.

Education and Health Care Plan (EHCP)

Following the statutory assessment, the LA may decide to issue an EHCP determining the special educational provision which is necessary for that child. That provision is then co-ordinated by the school, and reviewed annually by all those involved.

Support for children with identified needs which can be met within wave 1,2 and 3 are planned through SEN support plan and IBP (Individual Behaviour Plan) or a Pastoral Support Plan (PSP) which will be shared with you at least once a term.

If you have any concerns about any aspect of your child's learning, please feel free to talk to your child's class teacher or any member of the Learning Support Team at any time.

'The school's commitment to equality and to making sure all pupils succeed is strong.' OFSTED Report April 2015

'Your unflinching commitment to the pupils and wider community has resulted in your school having inclusivity at the very heart of all it does.' OFSTED Report February 2019

Language Inclusion Centre for Children with Speech, Language and Communication Difficulties

The Language Inclusion Centre in our school provides places for children from across Portsmouth who have a statement or EHCP for SEN where Communication and Interaction is the main area of need. Places are allocated by the Local Authority and not by the school.

These children work in our Rainbow Fish classes where they have access to a Speech and Language Therapist every week. The Educational Psychology Service provide additional support to the school by advising, assessing and planning alongside school staff.

The children allocated a place in the unit are linked to a mainstream class, when ready, they usually work with that class as is appropriate for their needs. The links with mainstream classes are at a pace appropriate to meet the needs of the child so they are prepared for all new experiences. Literacy, Numeracy and PSHE are all taught within Rainbow Fish classes, whilst other learning activities will be addressed in small groups in the unit room or mainstream classes with support according to individual need.

Children's special programmes of work are planned to include withdrawal time for

- Speech and Language Therapy (individually and in small groups)
- Social Use of Language programmes
- Physiotherapy / Occupational therapy programmes
- Focussed teaching in language-based activities
- Any specialist programmes / interventions

Actions to support pupils and families are effective in enabling pupils to achieve well and are valued by parents.

OFSTED Report 2019

Behaviour

Pupils are proud of their school – they understand their role in making the school the harmonious learning community that it is Ofsted 2019

MANAGING BEHAVIOUR

At The Victory Primary School behaviour management is approached with a positive ethos which encourages rewards and recognition of pupils making the right choices. These are underpinned by The Victory High 5 Values, (see below). Our commitment to this is reflected by the fact that we aim to be a non-shouting school and that all staff have high expectations for managing behaviour. They also aim to follow a consistent approach to managing behaviour. (A copy of the school's behaviour policy is available on our website.



SCHOOL RULES-THE VICTORY WAY

- We will be polite and friendly to everyone.
- We won't hurt others with words or actions.
- We will look after Victory and everyone in it.
- We will be told once at home and at school.
- We will always try our hardest to be the best we can.
- We will work together to succeed.
- We will never give up!

NO CHANCE RULES

1. Fighting
2. Verbal abuse (e.g. swearing, racial abuse).
3. Stealing

4. Repeated refusal.

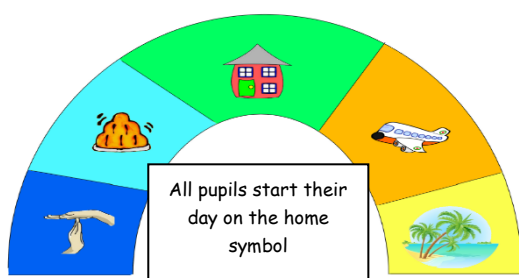
Breaking NO CHANCE RULES will result in an immediate consequence – see consequences.

Learning Mentors

The Victory Primary School employs three full-time Learning Mentors and one part-time Learning Mentor who is a trained loss companion – works with pupils around loss and bereavement. Two members of team are also Emotional Literacy Support Assistants (ELSA). The primary function of the Learning Mentor is to support children who have barriers to learning. Their role involves supporting pupils in class and running group sessions on a variety of skills such as self-esteem /friendships /social skills. Learning Mentors use SEAL APP to assess pupils' progress whilst teaching them the skills they need to overcome their barriers. They also support pupils at lunchtime who may need extra support around social skills.

The Learning Mentors are line managed by the Behaviour Manager who also oversees the running of the Nurture Group. The role involves making sure appropriate support is in place for both students and staff; working with and making referrals to outside agencies to get the most effective support; overseeing the planning and assessment of interventions delivered by the Learning Mentors; training staff on relevant behaviour strategies and making sure school policies are updated regularly and meet Government guidelines.

Reward Board



All teachers use a zone board to show children how well they are behaving. When a child behaves well their name is move to the right. Pupils end up with their name on the tropical island will be praised and may earn stickers/rewards.

When a child is not behaving well, for example, talking when the teacher is talking, their name will move to the left. Firstly, a pupil will be given a warning and their name will be moved to the jelly. If the pupil doesn't change their behaviour then their name will be moved to the time-out symbol and they will be asked to complete 1 minute of time-out.

REWARDS

Rewards include; praise, being awarded child of the week, stickers, showing work to the Head Teacher, postcard home and class rewards.

SANCTIONS

Should children find it difficult to work within the boundaries of the school rules we have a carefully planned set of sanctions. Children may be asked to stay in during their own time to complete work or make up for time lost due to disruption. In some cases we may issue an after school detention. If possible, this is completed on the same day in order for the next day to be a fresh start. For more extreme cases we may ask a child to work in isolation or part of or the whole day. This means the child will work away from their year group. When children

display behaviour that is totally disruptive or puts staff or children in danger, they may be given a fixed term exclusion for a number of days. Exclusions are at the discretion of the Head teacher and Deputy Head teacher.

Whenever possible, we aim to work with parents to avoid exclusions. This may result in a parent working alongside their child or the working on a reduced timetable for a period of time.

When a child chooses to misbehave at lunchtime we also impose various sanctions. The child may be withdrawn from the playground for a short time or they will stay with the Behaviour Manager or a Learning Mentor the following day. We will inform parents if this happens on more than five occasions in a half-term period and warn of possible lunch-time exclusions. In extreme cases children will be sent home for lunchtime.

STAR PUPIL

Each week class teachers will choose a child from their class to receive this award. They may earn this by their excellent behaviour, work or attitudes towards other children. The children receive a certificate during achievement assembly. Parents/ Carers of the stars of the week are invited to achievement assembly which is on Friday. (KS2at 9:10 and EYFS and KS1 at 2:30)

SPORT AWARD

Each week Mrs Unitt chooses a child from each class to receive the sports medal. This is given for sporting ability, following the high-5 values and being a positive role model to others.

HOUSE TEAMS

Each child is allocated to a house team – Collingwood, Dryad, Nelson and Mercury. The winning house team received a trophy in the celebration assembly and the first house team to achieve 100 points has a special reward with Mrs Unitt and Mr Hartley. There are eight house captains and their role is to promote and encourage all children to have an active healthy lifestyle.

Strong relationships between pupils and adults are a particular strength of the school

OFSTED Report 2019

ATTENDANCE

One of the school's priorities is to improve attendance. We actively encourage excellent attendance by celebrating 100% attendance for a class with a special reward day. Please note that children are late if they arrive at school after 8:55.

Children only spend 190 days a year in school, this means they are only in school for 38 weeks of the year not including weekends, this leaves 14 weeks or 70 weekdays for holidays and special occasions. For your child to achieve their best in school they need to attend every day.

Education is a stepping stone to your child's future, life chances and a gateway to further education or employment. We all want the best for your children so we would ask that you support us by ensuring your children are in school every day on time, ready to learn. School is not just about lessons it's about building friendships and learning life skills.

Education is priceless for our children-Aim for 100% Attendance

'The school has worked hard to improve attendance. It has worked hard with families to make sure the attendance of some pupils continues to improve. '

But 'Pupils from a few families do not always attend as regularly as they should. ' Ofsted Report April 2015

REPORTING ABSENCES

Schools are required to record and publish all cases of unauthorised absences. It is therefore important that the school is notified by telephone or in person if a child is absent from school on the first morning of non-attendance. Doctor, optician and dental appointments should be made outside school hours to avoid disrupting a child's learning.

If you need to take your child out of school a Leave of Absence form, available from the school office, must be completed. Holidays in school time only will be authorised in exceptional circumstances or for compassionate reasons.

PASTORAL CARE

FREE BREAKFAST PROVISION

Our breakfast provision has very kindly been sponsored by Greggs for the last ten years, meaning children are able to attend for free. Children from year R upwards are welcome. The provision open at 8:00am and stops serving at 8:30am. Children are then taken to class at 8:40 by a learning mentor. We currently serve approximately 100 children a day. A typical breakfast consists of either cereal or toast with a choice of juice, mil or water as a drink. Children are signed in and out daily as part of our safeguarding procedure.

AFTER SCHOOL CLUB

Our after-school club caters for up to 20 children a day who require child care after school. The session runs from straight after school until 5:30pm Monday to Friday costing £6 per day. For this, the child will receive a healthy snack, drink and activities to do until they are collected by their parent / carer.

MEDICAL SERVICE

At intervals during their school career, the school nurse may examine children. Parents are always invited to these medicals. Children's eyesight, teeth and hearing are also periodically checked and parents informed if it is found that some treatment may be necessary. If you do not wish for your child to be seen by any visiting medical practitioner please ensure that you inform the school.

MEDICINES

Parents of children requiring medication during the school day must complete the appropriate consent forms prior to commencement. They must also bring medications clearly labelled with the child's name and class to the school Admin Support Staff, to be stored safely. (School staff may not administer medicines to children but can oversee self-administration if formally requested using the appropriate forms).

ILLNESS/ACCIDENTS

If your child is ill or has an accident at school, it may be necessary to contact you. It is essential that we have not only your home telephone number/mobile number, but also emergency numbers/names. It is also vital that any change in such information is notified immediately. In exceptional circumstances, where the problem is serious and contact with you could not be made, the Head teacher will act in 'loco parentis'. Most of the school staff are qualified first aiders who will be the first point of contact for your child should they become ill or have an accident. Our leading First Aid Staff are Mrs Jill Newton, Miss Sharon Wood and Miss Hiedi Westbrook should you wish to speak to them regarding specific issues.

Miscellaneous Information

SCHOOL COUNCIL

At The Victory Primary School we believe that *all* children should have their say and have their opinions valued. The organisation of the School Council allows this to take place. In each class, from Year R to Year 6, one School Councillor is elected at the beginning of the school year and that Councillor receives training on how to feedback information to their peers in an efficient and clear way. These School Councillors then represent their Year at fortnightly meetings and return to class to run a class council assembly. At these assemblies all members of the class have the opportunity to comment on agenda items and also propose new subjects to discuss at the next meetings.



Running school council in this way ensures excellent communication between all pupils and staff.

UNIFORM

Our uniform policy is as follows:-

- All children are to wear school uniform, available from Hargreaves (www.hargreavespromotions.co.uk) or Tesco's (www.clothingattesco.com).
- Sweatshirts, polo shirts, dresses and baseball caps, in school colours (blue and white) are available, to be worn with suitable school trousers or skirts.
- Bermuda type shorts, girls' crop tops, vest type t-shirts, very short skirts and sports trousers are NOT acceptable.
- Sensible school shoes are required. Trainers, football shoes, high heel and open-toed 'fashion' shoes and flip-flops are NOT allowed.
- Football shirts are NOT to be worn in school.

Children also need PE Kit of dark shorts, light blue t-shirt and plimsolls/trainers (Football kit is not acceptable). In colder weather, tracksuits can be added when the children are outside. For swimming they will require a costume (no bikinis or Bermudas), towel and swimming hat.

Please mark ALL of your child's clothing and belongings, as the school cannot take responsibility for items lost or missing.

JEWELLERY AND MAKE-UP

Jewellery is NOT permitted on grounds of Health and Safety. However, if your child has pierced ears they may only wear small studs or sleepers. These must be removed or covered during PE and swimming.

The wearing of nail varnish, false nails and make-up is also prohibited.

SCHOOL MEALS

Children can order a cooked meal or bring in a packed lunch. All cooked meals are prepared in our purpose-built kitchen and are of a high nutritional quality. If your child has a school meal then they must be paid for on a Monday morning for that week. At the time of printing school meals cost £2.05 per day, which is what ISS our canteen charge. Children from families on Income Support/Job Seeker Allowance are entitled to free meals. The appropriate forms are available from the school office and must be completed and returned before your child will be allowed to commence receiving free school meals.



Evidence of receiving allowances will be required or proof of endorsement by the DSS. Victory Primary School also has a School Meals Debt policy relating to the school meal service. This policy is available to view at our school office'

WATER

Children have free access to water during the school day and are provided with a named water bottle to keep in their classroom.

MILK

Milk is provided on a daily basis to our younger children in Early Years (under 5s).

TRANSPORT

Enquiries about eligibility for assistance with travel expenses to school should be made to School Transport Services at the Local Authority, Civic Offices, Portsmouth. In general, pupils attending will be eligible to receive assistance with transport if their home address is more than 2 miles from school, measured by the shortest practical walking route. Please note, however, that this distance increases to 3 miles at the start of Year 4.

SAFEGUARDING

At The Victory we take safeguarding very seriously which is why we employ staff to work alongside families to help children stay safe. If you are concerned about the welfare of a child please contact Jane Tewkesbury or Sam Griffiths.

VISITORS AND SECURITY

For security reasons, access to the main part of the school is restricted. We ask all visitors to report to Reception, situated at the main entrance, to sign the visitor's book and wear a visitor's badge. All staff and children are asked to help visitors by enquiring what the purpose of their visit is. We ask parents to only access the school via the main reception entrance unless requested to do otherwise by a member of staff.

There is a strong culture of safeguarding which reaches into the wider community.

Pupils say that they feel safe in school and that is also the view of parents and carers

Ofsted 2019

Communication and Information Handling

SCHOOL WEBSITE

Our school website can be found at www.thevictoryprimary.co.uk. The website is a useful tool for all parents in the school and for prospective parents interested in the school. It has up to date information and newsletters and has photographs and film footage from the different activities that the children engage in. We are always interested to hear the views of parents and other members of the school community, so there is a 'Contact Us' link on the website that allows you to give us feedback and suggestions.

NEWSLETTER

We send out a newsletter to Parents/Carers every other week. This gives information about what is going on in school including reports on sports matches and other special events. The newsletter lists important dates for parents such as Parents Evening or day closures. If you have any comments or suggestions for it, please send an email to:

admin1@thevictory.portsmouth.sch.uk

CONCERNS

Parents are welcome to contact the school at any time if they have any concerns or questions. Most concerns can be addressed by a conversation with your child's teacher, a short note or a telephone call. Otherwise appointments can be made for all members of staff. When a Parent needs to see a member of staff urgently, the leadership team will usually be available. Parents are asked to bear in mind that the beginnings and ends of the school day are our busiest and there may be a short wait before someone becomes available.

Our complaints policy is detailed in appendix 2

PUPIL RECORDS

Portsmouth schools keep careful records on the development and progress of each of their pupils. In Primary Schools these are on a standard, city wide system which helps to make sure that when children are transferred from school to school as they get older, all the necessary information can go with them. Each Secondary School keeps similar records.

There are two main reasons for keeping records on children in school. Firstly, it is important that the school has the facts concerning the child e.g. who he/she is, how old, where he/she lives etc. Secondly, teachers need to record how and what each pupil has learned so that progress can be maintained.

Portsmouth records are marked 'Confidential', as they are not open documents.

They are 'confidential' to the school and the child's parents or guardians. Parents may within the arrangements made by the school and under GDPR, ask to read their child's records, but it will probably be most helpful if progress is discussed in a general way with the child's teacher when a fuller explanation can be given.

FREEDOM OF INFORMATION (FOI) AND GDPR

With effect from 1st January 2005, anyone had the right to request any information held by our school. FOI is about being open with our information. It is good for The Victory to be open and to share information freely. This gives parents more confidence in us. It helps you to trust us to make a good job of running the school and educating your children. FOI covers any information that The Victory holds or that a third party holds on our behalf. It can be in any form, e.g. letters, e-mails, photos, CCTV, audio etc. The Victory has to provide the information in 20 working days unless exemptions apply.

Despite FOI, personal data is still covered by the General Data Protection Act (GDPR) and therefore we will not give personal information to anyone who does not have the right to see it. Our FOI Lead Officer is Mrs Jill Pothecary-White, please address any enquiries to her. (See also Appendix 3 General Data Protection Act)

VICTORY EVENTS TEAM

We have an active group of parents / carers who work hard to put on family events and raise money for the school. If you are interested in joining then please contact Kellie Bryant c/o the school office.

Appendix 1

ADMISSIONS POLICY

The Published Admission Number is 60.

If the school is oversubscribed, applications will be considered first according to the priorities in the order set out below: -

1. Children who are looked after by a local authority (i.e. in their care or provided with accommodation by the authority for a continuous period of more than 24 hours).
Children who were previously looked after but immediately following being looked after became subject to an adoption order, residence or special guardianship order. Please see "Additional Information".
2. Children or families who have a significant medical, physical, psychological or social need. Evidence must be attached. Applications under this criterion must be supported by written evidence from an appropriate professional involved stating clearly why the preferred school is the most appropriate for the child and reasons why other schools in the city are inappropriate. All applications received under this category are considered by a multi-disciplinary team of the local authority. Please see "Additional Information".
3. Children living within the school's designated catchment area. (If the school cannot admit all applications from the catchment area, applicants will be ranked within this category in accordance with priorities 4(i) to (v) below.)
4. Children living outside the school's catchment area in the following priority order: -
 - i) children who have a brother or sister (living within the same household) already on roll and who will still be attending the school the following academic year;.
Note – this category does include step-brothers/step-sisters, adoptive brothers/sisters living within the same household or children whose parents are married or cohabiting and live together within the same household.
 - ii) children who live closest to the school, based on the shortest distance from home to school, measured 'as the crow flies'. (This distance will be used where necessary to prioritise applications). Should there be two or more identical distances requiring prioritisation, this will be done by casting lots. Please see "Additional Information".
Note: should the school be oversubscribed from within any of the criteria 4(i) above, then any additional criteria as given in 4(i)to 4(ii)will be used to prioritise applications within these categories. Should there be two or more identical distances requiring prioritisation, this will be done by casting lots (see additional Information).
 - iii) children eligible for service premium
Note - service premium is paid to eligible children of armed services personnel under S14 of the Education Act 2002

- iv) children of staff employed at the school
 - (a) where the member of staff has been employed at the school for 2 or more years at the time at which the application is made, and or
 - (b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage

Displaced Sibling

Where the LA is unable to meet a parental preference in relation to a catchment school, the LA will have to allocate a place at a lower preference school or even allocate the next nearest school with places available. Parents may prefer to then try and get a place for another sibling at the same school. In such instances, this school could then be treated as the catchment school for subsequent sibling applications. Parents would have to notify the LA on application that they consider this exception applies. If the application was for the actual catchment school this criterion would still be applied. This would be applicable to Portsmouth schools who have catchment criterion as part of their admissions policy

Pupils with a statement of special educational needs or statutory education, health and care plan

The Admissions code states *all children whose statement of special educational need (SEN) or Education Health and Care (EHC) plan names the school must be admitted*". These children will have priority for admission over and above all other admission applications and will be included in the admissions allocation process.

Additional Information

Looked after children

These are defined as children who are looked after by a local authority, i.e. in their care or provided with accommodation by the authority for a continuous period of more than 24 hours.

Children who were previously looked after *, but ceased to be so because they were adopted or subject to a residence or special guardianship order. A copy of the relevant court order will be required.

**A child is considered as 'Looked After' as defined in section 22(1) of the Children Act 1989.*

A child is considered 'Adopted' as defined in section 46 of the Adoption and Children Act 2002.

Residence order- as defined in section 8 of the Children Act 1989.

Special guardianship order – as defined in section 14a of the Children Act 1989.

Medical, physical, psychological or social need

If a child or a family member has a significant medical, physical, psychological or social need that you would like taken into account when places are allocated, applicants should tick the relevant box on the application form and submit supporting evidence to support their request. The evidence must be in writing from a doctor or other appropriate professional involved with the child/family member's health, wellbeing or specific family circumstances. In all cases evidence must show why it is appropriate that the child attends the preferred school and why other schools in the city are inappropriate.

All applications received under this category are considered by a multi-disciplinary team of the local authority.

Catchment Areas

A catchment area is a geographical area defined by the council. The idea of having a catchment area is to give some priority for the admission of children living in the local area of the school. Please note: living in the catchment area does not guarantee a place at the school. Your catchment area is determined by your home address (the child's permanent residence). Further details of the individual school's catchment area will be provided on the council's website or by contacting the Admissions Team.

Sibling links

A sibling link is defined as a child's brother or sister (living in the same household) already on roll and attending the school you have applied to or at an adjacent infant/junior school and who will still be attending the school the following academic year. This category includes step-brothers/step-sisters; adoptive and foster brothers/sisters living in the same household or children whose parents are married or cohabiting and live together within the same household. This does not include siblings who live in a different household. Twins, triplets and other children of multiple birth will be admitted above the admission limit of a school if the limit has been reached by admitting one of the multiple birth children. A sibling link at the school does not guarantee admission to the school.

Where it is necessary to prioritise applications the criterion will be prioritised based on the shortest distance from the child's home to school, measured in a straight line 'as the crow flies'. Distances will be measured using the council's Geographical Information System (GIS) department. The Local Land and Property Gazetteer (LLPG) unique property reference co-ordinates will be used to represent the school, whilst home co-ordinates will be primarily derived from the LLPG, with Ordnance Survey's ADDRESS-POINT® product used as support. Only distances measured by GIS will be taken into account for the purposes of the distance criterion. Should there be two or more identical distances, the prioritisation will be done by casting lots. The Admissions Team will arrange for this to be carried out by the LA's Democratic Services who are independent of the school and the admissions process.

Fair Access Protocol

The Local Authority operates a Fair Access Protocol which prioritises admissions for certain categories of secondary school age children. This protocol relates to admission applications throughout the year (but not the transfer of Year 6 pupils from primary/junior to secondary schools in September 2017). The protocol takes priority above the school's admission policy for those on a waiting list and the LA may require

the school to admit above their published admission number.

Appeals

If a parent is unsuccessful with any of their preferences they will have the right of appeal to an independent appeal panel and will be provided with the relevant documentation.

Waiting lists

All parents who have been refused a place at the school will have the option to indicate their wish to remain on the waiting list – via a tick box on the allocation response form online or on a paper reply slip.

Children will be held on the waiting list by order of the criteria in the Admissions Policy. No account can be taken of the length of time a pupil is on the list. A pupil's position can change on the list as new applicants join or other applicants come off the waiting list.

Children will remain on a waiting list only until the end of the academic year August 2018, if parents/carers want their children to be on the waiting list for the following academic year, they must reapply.

Children eligible for Pupil Premium or Service Premium

Under section 14 of the Education Act 2002 disadvantaged children may be eligible for pupil premium and children of Armed Services personnel may be eligible for service premium.

The Armed Forces Covenant Board, for which Portsmouth is signed up means that authorities may give priority in their oversubscription criteria to children eligible for the Service Premium. This is for the purposes of supporting pastoral needs of the children of Armed Services personnel.

Under section 7 of the Childcare Act 2006 disadvantaged children who receive state funded education may also be eligible for early years pupil premium.

An admission authority may give priority in its oversubscription criteria to children who are eligible for early years pupil premium, pupil premium and service premium if:

- they are in a nursery class attached to a school or
- they attend a nursery established and run by the school and is named in the admissions arrangements.

The Victory Primary School's Published Admission Number (PAN) for 2021/22 is 60.

Appendix 2

Complaints Policy

United Learning recognises that parents may, from time to time, have normal and legitimate concerns about their child's education and may not be satisfied with their child's school. It is important that we work together to resolve these concerns, aiming to do so informally where possible and to ensure that all pupils are happy and fulfilled at school.

This document sets out the process for raising a complaint and how it will be dealt with by United Learning. This Policy meets the standards set out in the Education Independent School Standards (England) Regulations 2014, Schedule 1, Part 7, and reflects recommendations set out in "procedures for dealing with complaints about Academies".

Stage 1: Informal Complaint

Our intention is that the vast majority of concerns can be raised and dealt with informally before there is a need to raise a more formal complaint. Parents and carers are encouraged to make their concerns known to the school informally at an early stage so that they can be addressed in the spirit of partnership. In the first instance, a concern should be raised with the member of staff most closely involved, such as the child's class teacher or Phase Leader. Effective and fair resolution of concerns usually requires they are brought to the school's attention promptly and within 3 months of the incidence.

If that does not provide a satisfactory outcome, then an informal complaint should be made to the Headteacher with a view to resolving the issue informally before moving to the formal stage.

If the complaint is about the Headteacher, then an informal complaint may be made to the Chair of the Local Governing Body at the school.

Where someone is not satisfied with the response they have received informally, a formal complaint may be made in line with this Complaint Policy and Procedure, which is also available on the school's website.

If a parent is claiming that a member of staff has harmed their child, this is an allegation not a complaint and should be dealt with differently – please see below.

The Victory Primary School and United Learning will take seriously complaints from any party, but must prioritise its provision for existing pupils. There is no automatic right to proceed to Stages 3 or 4 of the complaints procedure for anybody other than existing parents.

There are special arrangements for dealing with the following matters which are subject to separate statutory procedures and will not be dealt with under individual complaints procedures:

- Child Protection and Safeguarding (including allegations)
- Admissions
- Exclusions
- Special Educational Needs where there is a Statement of Special Educational Need or an Education Health care Plan
- Whistleblowing
- Staff grievance and disciplinary procedures

Conflict between estranged parents over the application of parental responsibility is a common cause of complaints made to schools. "Understanding and Dealing with Issues Relating to Parental Responsibility" contains specific advice about how to properly approach the issues concerning parental responsibility.

Stage 2: Formal Complaint

A formal complaint must be made in writing to the Headteacher of the The Victory Primary School. If the complaint relates directly to the actions of the Headteacher, the formal letter should be directed to the Chair of the Local Governing Body at the school.

The Victory Primary School will have regard to Equalities legislation (Equality Act 2010) and will not restrict complainants to having to make their complaints in writing where they are unable to do so. In order to prevent any later challenges or disagreements over what was said, brief notes of meetings and telephone call will be kept.

The Victory Primary School takes all concerns and complaints seriously and will deal with issues in a respectful, impartial and non-adversarial manner within 10 days. United Learning expects a full and fair investigation of the issue to be undertaken and no one is penalised for making a complaint in good faith. Complainants will be given a written response to their complaint where appropriate and if requested, as well as information about how to appeal.

Stage 3: Local Governing Body Appeal Panel

Where a complainant is not satisfied with the response to their formal complaint at Stage 2, they may ask for it to be heard by our Local Governing Body Complaints Appeal Panel. This is Stage 3 of the complaints process and will consist of at least three people not directly involved in the matters detailed in the complaint, and one panel member must be independent of the management and running of the school. Parents will be informed how to request an appeal and will need to make this appeal within 10 days of receiving the response from Stage 2. Parents are welcome to attend the panel and may be accompanied if they wish.

It is The Victory Primary School's intention that all complaints are resolved by this point, either to the complainant's satisfaction, or with an otherwise appropriate outcome which balances the rights and duties of pupils, within 28 working days of the complaint being registered.

Complainants will be given a written response to their complaint where appropriate and if requested.

Roles and Responsibilities

1. A clerk will be appointed who will be the contact point for the complainant and be required to:
 - a) set the date, time and venue of the hearing, ensuring that the dates are convenient or acceptable to all parties and that the venue and proceedings are accessible;
 - b) invite both the complainant and the Headteacher to put their position in writing for the panel to consider;
 - c) collate any written material and send it to the parties in advance of the hearing;
 - d) record the proceedings;
 - e) notify all parties of the panel's decision.
2. The Chair of the Panel has a key role, ensuring that:
 - a) the remit of the panel is explained to the parties and each party has the opportunity of putting their case without undue interruption;
 - b) written material is seen by all parties;

- c) key findings of fact are made and each side is given the opportunity to state their case and ask questions;
- d) the hearing is conducted in an informal manner with each party treating the other with respect and courtesy;
- e) the panel is open minded and acting independently.

Notification of the Panel's Findings and Recommendations

1. The Chair of the panel will ensure that the LGB, the Headteacher and the complainant are notified of the panel's findings and recommendations, in writing, with the panel's response within 3 working days of the hearing.

Stage 4: United Learning's Central Office

However, there may be very rare occasions when the complainant feels that The Victory Primary School and the LGB have failed to appropriately address their complaint and that they must escalate it beyond the LGB. They can do this by moving to the fourth and final stage of the complaints process, Stage 4, by contacting United Learning's central office where the complaint will be picked up by a designated representative who will investigate and respond to the concern.

Please be aware that United Learning will not respond at this stage unless there is clear evidence that all other stages have been exhausted. The complainant should contact our London Reception at Reception.London@unitedlearning.org.uk or 01832 864 477. A brief overview of the issue, the school involved, and the steps taken thus far to resolve it, should be set out. The earlier steps in the complaints process must have been completed and a formal response given by the LGB before this escalation route is used, and it must be initiated within 14 days of the LGB panel's decision being communicated to the school.

Once the designated Central Office representative have details of the complaint, he / she will investigate further, including a review of the complaint and the action taken by the school up to this point. They will then give a direction and ensure the complainant is appropriately informed.

The decision of the designated representative is final and binding. Complainants will be given a written response to their complaint within 21 days from the receipt of the complaint by United Learning's central office.

Complaints about members of the Local Governing Body

A complaint about a member of the LGB must be sent in a sealed letter to the Chair of the Governing Body. The Chair will investigate the allegations made and will respond in writing to the complainant within 15 days from receipt of the letter.

A complaint about the Chair of Governors, or where the complainant believes that the Chair has not properly addressed their previous complaint regarding a member, will contact the Chair of Trustees for ULT, Mr Nigel Robson. The Chair of Trustees will either investigate the issue themselves or nominate a representative on their behalf to undertake the investigation. A written response will be sent to the complainant within 15 days from receipt of the letter.

Complaints against Central Office

If the complaint relates to a member of central office, then complaints need to be directed to the Company Secretary at company.secretary@unitedlearning.org.uk, clearly marked as a complaint. The complaint will initially be passed to the relevant line manager to investigate.

As with complaints dealt with by The Victory Primary School, United Learning expects all concerns and complaints raised about central office colleagues to be dealt with in a respectful, impartial and non-adversarial manner within 10 school days. A full and fair investigation of the issue will be undertaken.

In the event that the complaint is not resolved satisfactorily with the line manager and the person concerned, the complaint will be reviewed by the Company Secretary who will investigate and aim to respond within a further 10 school days.

The role of the Department for Education

Parents of pupils at United Learning academies who are not satisfied about the handling of their complaint will be signposted to the DFE's via their School Complaints Form.

[<https://www.gov.uk/complain-about-school>]

Vexatious Complaints

There will be occasions when, despite all stages of the procedures having been followed, that the complainant remains dissatisfied. If the complainant tries to reopen the same issue, the relevant United Learning Director and the Chair of the LGB will inform them in writing that the procedure has been exhausted and that the matter is now closed.

If the complainant writes again on the same issue, then the correspondence may be recognised as vexatious and there will be no obligation on the part of the school or central office to respond. Should a complainant raise an entirely new, separate complaint however, it must be responded to in accordance with the complaints procedure. It is not the complainant who is vexatious; it is the correspondence.

Regulatory Bodies

Individuals are also free to make a complaint directly to the relevant regulatory body.

Academies

- OFSTED: Piccadilly Gate, Store St, Manchester M1 2WD
Phone: 0300 123 4666 or e-mail enquiries@ofsted.gov.uk

Written records and confidentiality

The Victory Primary school keeps accurate written records, for at least three years, of all complaints, the action taken and at what stage they were resolved. A record of complaints and their outcomes is reviewed regularly by the Headteacher (or other designated senior member of staff) so that any patterns can be identified and appropriate interventions made. The number of complaints registered under the formal procedure during a school's previous academic year is available from the school.

All correspondence, statements and records relating to individual complaints are kept confidential wherever possible, except where the Secretary of State or a body conducting an inspection under section 162A of the 2002 Act, as amended, requests access to them.

The Victory Primary School and United Learning are committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the United Learning Equal Opportunities policy. This policy is applicable to all members of the United Learning community and is available to all interested parties on the United Learning Hub. This document is reviewed annually or as events or legislation requires.

Appendix 3

GENERAL DATA PROTECTION REGULATION (GDPR)

School Data Protection Policy

The Victory Primary School collects and uses personal information about staff, pupils, parents and other individuals who come into contact with the school. This information is gathered in order to enable it to provide education and other associated functions. In addition, there may be a legal requirement to collect and use information to ensure that the school complies with its statutory obligations.

Schools have a duty to be registered, as Data Controllers, with the Information Commissioner's Office (ICO) detailing the information held and its use. These details are then available on the ICO's website. Schools also have a duty to issue a Fair Processing Notice to all pupils/parents, this summarises the information held on pupils, why it is held and the other parties to whom it may be passed on.

Purpose

This policy is intended to ensure that personal information is dealt with correctly and securely and in accordance with the Data Protection Act 1998, and other related legislation. It will apply to information regardless of the way it is collected, used, recorded, stored and destroyed, and irrespective of whether it is held in paper files or electronically.

All staff involved with the collection, processing and disclosure of personal data will be aware of their duties and responsibilities by adhering to these guidelines.

What is Personal Information?

Personal information or data is defined as data which relates to a living individual who can be identified from that data, or other information held.

Data Protection Principles

The Data Protection Act 1998 establishes eight enforceable principles that must be adhered to at all times:

1. Personal data shall be processed fairly and lawfully;
2. Personal data shall be obtained only for one or more specified and lawful purposes;
3. Personal data shall be adequate, relevant and not excessive;
4. Personal data shall be accurate and where necessary, kept up to date;
5. Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose or those purposes;
6. Personal data shall be processed in accordance with the rights of data subjects under the Data Protection Act 1998;
7. Personal data shall be kept secure i.e. protected by an appropriate degree of security;
8. Personal data shall not be transferred to a country or territory outside the European Economic Area, unless that country or territory ensures an adequate level of data protection.

General Statement

The school is committed to maintaining the above principles at all times. Therefore the school will:

- Inform individuals why the information is being collected when it is collected
- Inform individuals when their information is shared, and why and with whom it was shared
- Check the quality and the accuracy of the information it holds
- Ensure that information is not retained for longer than is necessary
- Ensure that when obsolete information is destroyed that it is done so appropriately and securely

- Ensure that clear and robust safeguards are in place to protect personal information from loss, theft and unauthorised disclosure, irrespective of the format in which it is recorded
- Share information with others only when it is legally appropriate to do so
- Set out procedures to ensure compliance with the duty to respond to requests for access to personal information, known as Subject Access Requests
- Ensure our staff are aware of and understand our policies and procedures

Complaints

Complaints will be dealt with in accordance with the school's complaints policy. Complaints relating to information handling may be referred to the Information Commissioner (the statutory regulator).

Review

This policy will be reviewed as it is deemed appropriate, but no less frequently than every 2 years. The policy review will be undertaken by the Headteacher, or nominated representative.

Contacts

If you have any enquires in relation to this policy, please contact **Mr Jim Hartley, Headteacher** or **Mrs Jill Pothecary-White, Business Manager** who will also act as the contact point for any subject access requests.

Further advice and information is available from the Information Commissioner's Office, www.ico.gov.uk or telephone 01625 545745

DISCLAIMER

The information contained in this prospectus is intended for the parents of children who will be attending school in September 2018. It was correct at the time of printing but Government Legislation, City Council Policies and the particular circumstances of the school might create the need for some organisational changes and adjustments of policy.