Victory Primary School

School Brochure 2025 - 2026

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Welcome to our school from the Chair of Governors

A very warm welcome to Victory Primary School.

We hope that the information contained in this brochure will give you a clear picture of the ethos of our school.

All the staff and Governors at Victory Primary School are committed to providing a high-quality education to all children. We also passionately believe in providing high quality learning experiences which meet the needs of individual children, and we aim to support all children to achieve their best at all times.

We see education as a partnership between school and home, and actively encourage the involvement of parents and carers to ensure that children get the most from their time at Victory School.

Our school environment is based on an understanding of mutual respect and trust between staff and pupils, with the delivery of education in a safe environment, in which the views and opinions of children are valued.

By constantly evaluating how we do things, we aim to provide pupils with the building blocks they need to succeed as they progress through the education system.

Please do not hesitate to contact the school office or your child's class teacher, if you require any further information or if we can be of any assistance.

Mr Patrick Reilly
Chair of Governors

Welcome to our school
from the Headteacher and staff

Dear Parents/Carer,

The staff and I would also like to welcome you to Victory Primary School. Our aspirations for each and every child who attends Victory Primary school is summed up in our school mission statement, vision and motto: -

Mission statement

At Victory School, we aim to create a welcoming, safe and caring environment, where all relationships are based on kindness, and children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support , model and encourage the positive behaviour of their child throughout their time at Victory school.

We believe by working together we can achieve behaviour , which impacts positively on every child's learning experience, happiness and well-being.

School Vision

Every pupil to become an active, confident and happy learner, who intrinsically strives to reach their academic, social and spiritual potential, whilst respecting themselves and others.
All staff and governors fully embrace and enact their roles and responsibilities within the school, maintaining high expectations, pride, respect and a positive purpose.
All parents/carers accept, understand and enact their responsibilities to their child's learning journey, support their child and our school.

Victory For All !

We look forward to working together with you each and every day to achieve our shared goals!

Makeda Williams-Pinnock - Headteacher

School staff September 2024 - July 2025

Head Teacher
Mrs M. Williams-Pinnock

Deputy Headteacher
Mrs E. Beattie

Topaz class (Yr 5/6)
Class Teacher Mrs E. Beattie
Support staff – Mrs Z. Nekic

Sapphire class (Yr 4/5)
Class Teacher – Ms J. Vernege
Support staff – Ms E. Akposheri

Amber class (Yr 2/3)
Class Teacher – Ms M. Loureiro
SEN Support Staff – Ms A. Samuels
Support Staff – Ms A. Williams

Ruby class (Yr 1)
Class Teacher - Miss M. Katrinaki
Support staff – Ms Y. Tamrat

EYFS
Gold class (Reception)
Silver class (Nursery)
Class Teacher – Miss N.Mao
Support staff – Ms I Shyllon

KS1 + EYFS Phase Leader
Miss Maria Loureiro

KS2 Phase Leader
Ms J. Vernege

SENCO
Ms D. Pritchard

Safeguarding Officers

Mrs M. Williams-Pinnock - Headteacher
Mrs E Beattie– Deputy Headteacher

School Administrators

Office Administrator

Miss S. Ibrayhim
Mrs P.Pandrala

Premises Officer

Mr M. Bruno

Academic year 2025 to 2026

Autumn term

Monday 1st September 2025 to Friday 24th October 2025

Half term - Monday 27th October 2025 to Friday 31st October 2025

Monday 3rd November 2025 to Friday 19th December 2025

Spring term

Monday 5th January 2026 to Friday 13th February 2026

Half term - Monday 16th February 2026 to Friday 20th February 2026

Monday 23rd February 2026 to Friday 27th March 2026

Summer term

Tuesday 13th April 2026 to Friday 22nd May 2026

(May Day bank holiday will be taken on 4th May)

Half term - Monday 25th May 2026 to Friday 29th May 2026

Monday 1st June 2026 to Tuesday 20th July 2026

INSET Days our school will be closed for children on the days below:-

Monday 1st September 2025

Friday 19th December 2025 – from 12 noon

Monday 5th January 2026

Friday 22nd May 2026 – from 12 noon

Monday 19th July 2026

Tuesday 20th July 2026

Timings of the school day

Class	Entry and exit	Gate opening time	Gate closed /Start time	Home time
Reception and Nursery	EYFS entrance Elba Place	8.50	9.00	3.30
Topaz – Y5/6	Green gate - Elba Place	8.50	9.00	3.30
Sapphire – Y4/5	Green gate - Elba Place	8.50	9.00	3.30
Emerald – Y2/3	Green gate - Elba Place	8.50	9.00	3.30
Ruby -Y1	Black door - Victory Place	8.50	9.00	3.30

Early morning and after school arrangements

At the beginning of the school day

Unless specific arrangements have been made, it is not possible to supervise children early in the morning in the school playgrounds, therefore parents/carers should wait with their child until their child's class teacher arrives in the playground. Whilst every effort will be made to ensure the safety of pupils arriving early, the School Staff, Governors and Local Education Authority cannot accept responsibility for any accidents or issues that may occur before the designated start of the school day.

Before and after school arrangements

To improve your child's dropping off and collection experience, **please can parents/carers wait outside their child's entry and exit points:-**

- **Ruby Class - black door on Victory Place**
- **Nursery and Reception Class- black door on Elba Place**
- **Amber, sapphire and Topaz Class - green gate on Elba Place**

Entry and exit points are in different locations to avoid large cluster of parents and children waiting outside of the school.

Once parents/carers have dropped off or collected your child, **please can parents/carers then move away from the school door / gate.**

This will help staff to clearly monitor the children coming into school in the morning. Meanwhile after school, this will help staff to monitor both the children who are being collected, as well as the children who are waiting in the playground for their parents/carers to collect them.

Depending on where families live, children and parents are encouraged to walk / cycle to school.

Parents/Carers Contact details

Please help us to keep in contact with you ….

In case of illness, accidents or unexpected closure of our school, parents / carers will be contacted. The school will need to know your telephone number, an emergency contact number (a relative, friend or neighbour) and the name of your family doctor.

At the beginning of each year, we ask parents/carers to complete a new Contact Information form. If you change your contact details or address during the year, please inform the school office immediately. We also ask parents / carers to provide a land line number, as well as a mobile phone number.

Health and Safety

Medicines
Medicines will not be administered in school by members of staff, unless there are exceptional circumstances. If your child has a specific medical need, please speak to our SENCO and school nurse for further advice.

E Safety
All our school computers are filtered for safety. It is important that parents/carers monitor their child's computer and mobile phone use at home. Our E safety guidelines for parents / carers, show how you can keep your child safe at home, when they are on the internet.

Parking
To keep our children safe, please can parent/carers not park their cars on the zig- zag lines outside the school, (unless there are extenuating circumstances and arrangements have been made with the school). Instead we ask all parents/ carers to park in the surrounding streets. We also remind parents/ carers that our school car park is for staff and visitors to our school. If you live locally, we encourage you to walk to school instead, as this helps to keep our children fit and healthy.

Collecting your child after school
For safety reasons, we request that parents come into the playgrounds to collect their child from the class teacher. We also ask parents/ carers to contact the school office, or speak to your child's class teacher in the morning if your child will be collected by friends or another family member. Unless you have spoken to your child's class teacher or contacted the school office, we will expect parents/ carers to collect their child.

Attendance

Reporting your child's absence
Regular attendance at school is very important, but if your child is unavoidably absent from school, please let us know by 9.30 am on the day your child is unwell. Similarly, we would like to be notified in advance of medical appointments.

Children leaving school during the school day
Children are not allowed to leave the school premises during the day, unless they are accompanied by a parent/carer, or with a person appointed by parents. If children have to leave school to attend an appointment, we ask that you bring a copy of the appointment card for our records.

Holidays during the school term
We strongly discourage parents/ carers from taking their child out of school for family holidays during term-time. However, if you wish to take your child on holiday during term time, parents/carers should complete an Absence Request form.

If your child attends a family holiday without the authorisation of the Headteacher, or if a child fails to return on the agreed date, this will be recorded as an 'unauthorised absence'. This will affect your child's attendance record; your child may lose their place at our school and parents/carers will be referred to our Education Welfare Officer.

Other absence requests
In exceptional circumstances, parents/carers can request for their child to be absent from school, however this will only be authorised if the circumstances are 'exceptional'. Parents/carers should complete an Absence Request form and attach all the supporting documents to their form.

Absence Request forms can be collected from the school office.

Education Welfare Officer – attendance monitoring
Parents should be aware that attendance figures for the school are carefully monitored, by the Headteacher and the Education Welfare Officer. It is vital for all Y6 children to be present during SATs weeks, when tests are taken to determine your child's progress. Starting September 2024, all schools must send their weekly attendance data to the DFE.

School Dinners

School dinners are free for children in Reception to year 6. Menus are available from the school office, and a link can be found on our school website. This will allow parents to discuss their child's choices with them. Information and application forms for free school meals are available from the school office.

Packed lunch

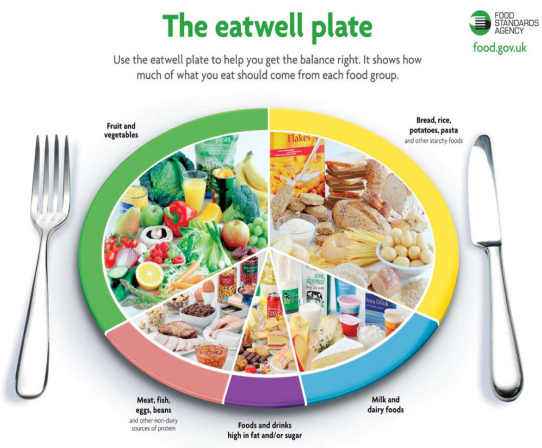
Children are encouraged to eat our nutritious school lunch, a child will only be permitted to bring a packed lunch to school if they have a proven medical condition and this has been agreed by the headteacher. If your child has a medical condition and is need of a packed lunch, please email the details to the school office, a member of staff will then contact you.

Water Bottles

To keep children hydrated throughout the school day, children must have a water bottle. Water bottles must contain water only.

Food allergies

If your child has any food allergy, please can you make sure you contact the school office and inform your child's teacher, so that we can add this information to your child's records, and seek the advice of our school nurse.



School Uniform

Our school uniform shows that we are a proud member of Victory Primary school, therefore it is important that all pupils wear the correct uniform every school day. By agreeing for your child to attend our school, you have accepted that you will ensure that your child always wears the correct school uniform. To support the return of any lost / misplaced clothing, please could parents / carers ensure that all of your child's clothing is labelled, as staff cannot be held responsible for any clothing which has been lost by children.

Boys:

- Navy school sweat shirt
- Red school polo shirt
- Black/navy or grey trousers. Shorts may be worn in the summer.
- Black/navy or grey socks
- Black sensible school shoes (black trainers may be worn, but they must be plain black with no logos)

Girls:

- Navy school sweat shirt
- Red school polo shirt
- Black/navy or grey trousers or skirt (skirts should be a suitable length)
- Black sensible school shoes (black trainers may be worn, but they must be plain black with no logos)
- Summer uniform - red & white or blue & white checked dresses may be worn in the summer

PE Kit (unisex)

- Royal blue T shirt with school logo
- Red jogging bottoms (winter)
- Red shorts (summer)
- Black trainers or plimsolls

P.E. kit should be brought to school every week, so that your child can take part in all PE lessons. It is helpful if parents can wash their child's PE kit at the weekend and return it each Monday.

Swimming Kit

If swimming resumes during this year, children should have a one piece swimming costume (girls), swimming shorts/ trunks (boys), a towel and swimming cap. Swimming goggles are optional. Parents/ Carers should also ensure that they provide their child with any creams or lotions needed for any skin conditions. More information will be given by your child's class teacher, if/when lessons begins during this school year.

Jewellery

Jewellery should not be worn for reasons of Health and Safety, although one simple small stud can be worn in each pierced ear. These will need to be removed by your child for PE and swimming. If children wear unsuitable jewellery, this will be confiscated by the class teacher or support staff and returned to parents / carers either at the end of the day or

arrangements for collection from the school office will be made. Children can wear watches at school, but this is at the discretion of their parents.

Uniform inspections
Staff at Victory school will be asked to inspect children's uniforms. A letter will be sent to parents / carers if your child is wearing the incorrect uniform. We welcome your support!

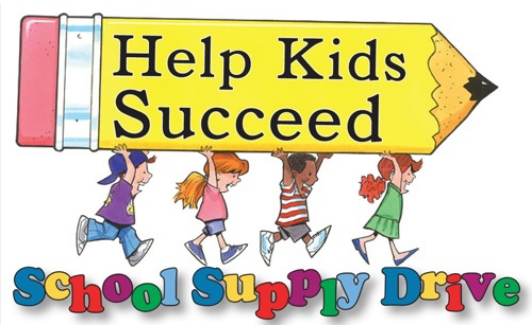
Items from home
Our children are very lucky that schools provide the equipment children need to learn. If teachers would like children to bring items from home, they will usually send a note home or write it on the notice board outside their classroom (EYFS and Yr1).

We ask that parents/carers monitor what their child is bringing to school, before they leave home. To reduce the risk of coronavirus being transferred in school, children should no longer bring any item from home to school, unless children have been specifically asked by their class teacher to bring an item from home. Any toys, sweets or other items brought from home without their teacher's permission will be confiscated until the end of the school day, when they will either be returned or discarded. Items which are dangerous will not be returned to the child; instead parents/carers will be contacted.

Mobile phones for pupils

We understand that some parents may choose to give their children a mobile phone, to enable them to monitor their child's movements before and after school, however parents must complete a mobile phone agreement form before their child brings a mobile phone to school. Mobile phones must be left in the school office.

If a child is found with a mobile phone in school or classroom, it will be immediately confiscated, and will not be returned to the child. Instead the parent/carer will be contacted, and will only be returned if a parent/carer collects the phone from the school office. Once it is returned, the phone must not be brought to school again. Our school will not accept any responsibility for the loss of, or damage to, any mobile phones.



The Curriculum

Our curriculum aims to provide all pupils with a range of creative opportunities to learn and achieve their potential and beyond. We also believe that it is important for our curriculum to reflect and promote our children's cultural groups, interests and gender, in addition to their social, moral, spiritual awareness and development.

To help prepare children for life in the 21st century, we review our curriculum yearly to ensure it is relevant and balanced, and covers the skills, knowledge and understanding needed for success in the near and distant future.

Our school is organised into three stages of learning, EYFS (Early Years and Foundation Stage), KS1(Key stage 1) and KS2 (Key Stage 2) to deliver the curriculum. Each stage of learning has a range of subjects which we have a statutory obligation to teach.

Key Stage 1

KS1 children will be taught: - English, Maths, Science, Geography, History, Art and Design, Design and Technology, Computing, Music, Physical Education and Religious Education. We also offer pupils in KS1 PHSE (Personal, Social and Emotional education) and Philosophy for Children.

Key Stage 2

Children in KS2 will be taught the same subjects as KS1, however KS2 statutory subjects also include a Modern Foreign Language (French) and Sex Education in year 6.

Differentiation

Work is carefully differentiated according to the needs of the child. All pupils are encouraged to have high expectations and confidence in their own abilities. Teachers help pupils to apply themselves by developing attitudes of perseverance and determination to never give up, raise their challenges and achieve their targets!

Literacy at Victory Primary School

At Victory Primary School we believe that literacy is an essential skill, regardless of how our world evolves. Therefore, we actively seek to ensure our children leave Victory school as confident readers, writers and orators. Parents/carers are invited to workshops throughout the year to learn some of the strategies which are being used in class and how you can support your child at home.

To promote the interest and love of reading, every class has a class library, and weekly visits to our school library. Each class also has a termly whole class reading book, enabling the whole class to read and discuss the same book. There is also daily story time in EYFS and KS1 and shared reading experiences during KS2 guided reading sessions. We promote the enjoyment and love of writing by providing children with real and purposeful reasons to write.

Reading

Children at Victory primary school receive daily guided reading sessions. This is an opportunity to work with their class teacher and support staff in small groups and read a wide range of books, including narrative, non-fiction and poetry. During these sessions children are encouraged to use their knowledge of words, to gain meaning of what they have read. They are also encouraged to use their understanding of the text to respond to questions; share their opinions; predict and infer different aspects of a text; and challenge the ideas offered by the author.

Phonics

To support children's development of decoding skills, our school uses the phonics scheme Jolly Phonics, starting in EYFS and continuing up to the end of KS1. Children are also taught a range of other decoding skills, to ensure that pupils have a wide repertoire of reading skills to draw upon.

Phonics Screening Check

All pupils within year 1 will take part in a Phonics Screening Check during the summer term. Pupils are given a list of 40 words to read, some of which are 'nonsense words'. This screening check was introduced by the government to allow schools to assess pupil's phonological knowledge, and provide additional help for pupils who have not met the national expectations. This test should not be seen as labeling children as failures, but as an opportunity to assess what further support may be needed, before pupils leave KS1.

Writing

At Victory school the building blocks for writing begin in EYFS with children beginning to understand the connection between speech and writing. This is then developed in KS1 by children being given further meaningful reasons to write, for a range of different audiences. They are encouraged to use punctuation and knowledge of spelling. This is extended at KS2, when children are taught the key features for different types of text, enabling them to write with increasing sophistication for different purposes and audiences. Children are also encouraged to plan, draft and edit their work to improve it.

Children at KS1 and KS2 have extended writing sessions. Using a selection of prompts, children are inspired to use all the writing skills which they have been taught.

Speaking and listening

Reading, writing and speaking and listening are seen as integrated areas of learning. Throughout the teaching of reading and writing, children are given the opportunity to speak and listen to others. The knowledge of how to speak in a range of contexts, adapting what they say and how they say it to meet the needs of the audience and the situation, is also developed.

Maths at Victory Primary School

Mathematics like literacy is essential to success in life. Therefore, we believe that maths should be exciting, enjoyable and relevant for all children, regardless of their mathematical ability or year group.

We use a variety of teaching and learning strategies to help us achieve this, including lots of practical and visual examples and activities. These are used to embed and deepen children's understanding. We also value the importance of discussion, maths games and problem solving. We aim to develop the children as independent thinkers in maths, so not only can they use the mathematical knowledge and understanding taught in the lesson, but they can also transfer their skills and knowledge to other contexts.

We recognise that children are individuals and we offer support and intervention both in and outside the daily maths lesson. Cross curricular links to maths are made in computing, science, history and geography lessons.

Science

During science lessons, children are encouraged to develop enquiry skills. They are given opportunities to observe, predict, compare and communicate, use scientific equipment and measure their outcomes. They are supported to plan and carry out their own investigations, record their findings in a variety of ways and offer explanations.

Computing

Computing lessons prepare children to participate in a rapidly changing world and helps them to make informed judgements about how to use technology. They are able to use ICT tools to find, explore, analyse, exchange and present information. Pupils also learn to use ICT to gain rapid access to ideas and experiences from a wide range of people,

communities and cultures. As technology progresses, there are exciting developments in this area that will facilitate the teaching and learning process. Our resources include laptops for use in class and an ICT suite. Each classroom has an interactive whiteboard and access to a visualiser, control technology, digital cameras and a digital microscope. Children are encouraged to think how technology can be used as a tool to support their learning and how to use it appropriately.

Foundation subjects

Whilst high standards of literacy and maths are a priority for our school, we have always placed an important emphasis on creativity. Our broad and balanced curriculum includes a wide variety of opportunities for pupils to enjoy art, music, sports and practical activities. We always aim to make learning relevant and meaningful by inviting relevant visitors to share their skills or knowledge of various aspects of the curriculum, and by planning trips to explore our surrounding area.

Assessment for Learning

Teachers assess children constantly throughout the day through a variety of practical strategies, and encourage children to assess their own work through peer and self-assessment. Children are also given opportunities to develop good attitudes to assessment, formulating and evaluating different possible answers or solutions, and learning how to edit and improve their work. Mistakes are seen as an opportunity to learn, as they are investigated with the child and further practice is given in the same or similar context. Teacher's plans are then informed by the children's response to the learning experience.

Special Educational Needs

At Victory School we strive to meet the needs of all the children. We work closely with a number of other agencies such as the speech and language therapy department, occupational therapists and the school educational psychologist to provide additional support to any children who need it.

Our SENCO (Special Educational Needs Co-ordinator) meets termly with each of the teachers individually to discuss children who need additional support and how this can best be provided. Parents/ Carers are informed and their views and permission for further SEN support is sought by the school. Children are also invited to share in the discussion.

A number of children have individual programmes to develop a specific area, for example their language or motor skills. These individual programmes are written in consultation with specialists and the child's class teacher. The programme is carried out by TAs, who receive training in delivering the programmes. Children, parents/carers, teachers and the specialist agency all monitor and review the effectiveness of the programme.

Every class has at least one adult working alongside the class teacher, providing additional support, guidance and motivation. After working with a group, TA's evaluate the quality of the support given and share this information with the class teacher, who will then decide what the next steps should be in the child's learning.

EAL Pupils

Pupils learning English as an Additional Language (EAL) share many characteristics with pupils whose mother tongue is English, and many of their learning needs are similar to other children learning at our school. However, EAL pupils also have distinct and different needs from other children, by virtue of the fact that they are learning in and through another language. EAL learners have two main tasks in the learning context of our school: they need to learn English and they need to learn the content of the curriculum.

We at Victory Primary school strive to ensure that EAL children enter a positive learning environment where their culture, language and religion is respected. We also adopt a variety of ways to meet the language and learning needs of EAL children. This may include a transition period for newly arrived children, working in small groups or in some cases individually. Teachers also have a wide range of strategies and resources to support EAL children in class and throughout the school environment.

Gifted and Talented (More Able) Pupils

We believe:

- All more able children should have equal opportunities regardless of cultural background, belief and gender.

We aim to:

- Provide a broad and balanced education for all our pupils.
- Provide enrichment opportunities for our more able pupils.
- Provide entitlement to appropriate differentiated education for our more able pupils.
- Provide opportunities to develop specific skills or talents.
- Give opportunities for higher order thinking skills to develop.
- Encourage children to speculate, hypothesis, make and test.
- Encourage originality and invention.
- Track achievements and progress of children who have been identified as being 'more able'.
- Foster a positive and collaborative attitude to tasks.
- Promote self-evaluation.

If you want to know more about any subjects covered in this brochure, please visit our school website, and speak to your child's class teacher.