



ANNUAL REPORT
ACADEMIC YEAR
2018/19

Vision Statement

Offering young people with Special Educational Needs and Disabilities (SEND) a different approach to teaching and learning within an Ofsted registered setting.

Mission Statement

To create flexible, individualised programmes of learning support for children and young people who for a variety of reasons are unable to access mainstream education.

Summary

ALP Schools specialise in Emergency, short, medium and long term educational placements of young people with SEND, including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, challenging behaviour and mental health difficulties.

We work closely with Local Authorities, schools, academies, colleges and behaviour partnerships to provide outcomes that are in accordance with the individual needs of each learner.

Our overall aim is to reintegrate learners into suitable, long term education or to progress them into employment or training opportunities. To achieve this, we provide a more informal and nurturing approach to teaching and learning where tutors develop a close working relationship with the learners and their families.

We operate with three schools; Pierview Academy - Gravesend - Kent, Parkview Academy, Welling - Greater London and ALP Leicester - Birstall - Leicestershire.

Prepared by: David Cowell MBE – Managing Director

School Sector:

Independent

School Addresses:

Pierview Academy – 42-46 Harmer Street, Gravesend, Kent, DA12 2AX (Access via East Crescent Road)

Parkview Academy – 144-148, Park View Road, Welling, Kent, DA16 1SR

ALP Leicester – Stonehill Avenue, Birstall, Leicestershire, LE4 4JG

Enrolments Available:

Pierview Academy – 30

Parkview Academy – 30

ALP Leicester – 35

Year Levels Offered:

Pierview Academy – Alternative provision for young people aged 11-25

Parkview Academy – Alternative provision for young people aged 7-19

ALP Leicester – Alternative provision for young people aged 6-19

Curriculum Offer:

Learners are offered bespoke courses to suit the individual's needs. The curriculum is based around a model of Foundation Learning which ensures that all of the students have an element of Functional Skills/IGCSE's, vocational learning and personal and social development within their timetables.

Teaching and learning within the schools is differentiated to meet the ability of each learner. The schools ensure that learners engage in a curriculum that will enable them to progress into suitable educational pathways.

Our primary curriculum in Leicester is tailored around the needs of the pupils. Teaching is led by the International Primary Curriculum (IPC) which is a comprehensive, thematic and creative curriculum. It has a clear process of learning with specific learning goals for every subject, for international mindedness and for personal learning. The IPC's detailed learning materials provide our learners with all the content they need for all the foundation subjects and science which are mapped against the outcomes of the new National Curriculum.

The IPC has been designed to ensure rigorous learning, but also to help our staff make all learning exciting, active and meaningful for the pupils. Learning with the IPC takes a global approach; helping pupils to connect their learning to where they are living now as well as looking at the learning from the perspective of people in other countries.

The primary curriculum in Parkview, is based around similar principles but with closer links to the national curriculum rather than the IPC.

Our schools recognise the diverse and ever changing needs of pupils and are therefore prepared to differentiate the curriculum to suit each individual pupil. Key stage lead tutors / teachers work in collaboration with the Senior Management Team to ensure that each pupil is receiving the most relevant foundation of essential knowledge and skills, enabling them to grow into well-educated citizens.

Our Key Stage 4 and Post 16 learners are offered bespoke courses to suit the individual's needs. The curriculum is based around a model of Foundation Learning which ensures that all of our students have an element of Functional Skills, vocational learning and personal and social development within their timetables. Where appropriate, Key stage 5 learners are provided with a separated learning environments so they have a sense of independence within their learning.

Our schools have a strong focus on vocational learning, which includes designated work space for Construction, Media, Cookery, Creative Crafts, Animal Care, Gardening, Hairdressing, Music, PE and more.

Key Features of the Schools:

- Individual, flexible and creative learning environments
- Calm and low arousal approaches to challenging behaviours, with a behaviour specialist in each school
- Positive home / school relationships with proactive work with families
- Regular evaluation reports, supporting annual reviews
- A quick response to emergency referrals
- Flexible and individualised timetabling according to needs
- Home visits
- Outreach
- Partnership working with multi-agencies
- A wide range of vocational courses delivered within schools and in partnership with specialist providers
- Support at the point of transition
- A strong focus on Personal, Social and Health Education (PSHE) and Development (PSD)
- Registered centres to deliver a variety of qualification in Functional Skills, Vocational Learning and PSD
- Our own Careers Information, Advice and Guidance Officer, along with careers education.
- An empathetic approach to Special Educational Needs
- Exclusions used as a last resort
- Supporting transition of learners with the aim of positive progression routes
- An active member of the Communication Commitment

Parental Involvement

ALP schools believe that education can help every individual achieve their full potential no matter what their ability. It's this belief that drives the school to be so passionate about the work we do with our learners and it is why our dynamic and bespoke approach works for so many disengaged and vulnerable young people.

Since establishing, we have been able to offer our learners and their parents and carers a package of support during what can be for many families, a very challenging time. This support begins with understanding the individual needs of the students and their families. We involve parents and carers in decision making at every stage, this includes initial screening, choice of courses, annual reviews and one to one mentoring. Support for parents and carers of pupils at ALP Schools is always available and we want to encourage parents and carers to be actively involved in their children's education.

Parents and carers views are very important to us as they help shape the way our school develops and grows. We encourage parents and carers to attend open evenings, visit the school and comment in our parent questionnaire which can be submitted through the website.

Contacts for Further Information

Pierview Academy – Head Teacher = Richard Johnson and Debbie Pardey -
debbie.pardey@alpschools.org

Parkview Academy – Head of Schools = Richard Johnson - richard.johnson@alpschools.org

ALP Leicester – Head Teacher – Julie Rawle - julie.rawle@alpschools.org

Pierview Academy

Attendance - Staff

Number of Staff	Number of Schools Days	Total Number of Staff Absences	Average Staff Attendance Rate
32	195	272.5 days	96%

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
34	32	94%

Notes:

1. Andy left in April and was replaced by Junior
2. Simon left Term 2
3. Donna left Term 2
4. Staff absence = $(34 \times 195) / 6630 = 272.5 / 6630 \times 100\% = 4\%$ absence. However, this is based on all staff working full-time and does not account for Simon/Donna leaving part way through the academic year.

Training

Description of CPD activity	Number of Participants
Abuse Awareness with Suzanne (10/18)	31
Effective Questioning with Wesley (02.10.18)	31
Cache Assessor Training - David (04.02.19)	5
Careers with Fran (13.11.18)	31
Effective Use of LSAs with Wesley (27.11.19)	31
Invigilation with Wesley	31
First Aid	0
Food Hygiene (14.09.18)	23
GDPR (30.08.19)	31
Intimate Care with David & Donna	31
Introduction to Dyslexia with Tracey	31
IT Support with Brandon (18.09.19)	31
Medicines Awareness for Schools (29.01.19)	1
Prevent (22.01.19)	31
Restraint Team Teach (11.04.19)	5
Safeguarding with PM (30.08.19)	31
Safeguarding with PM (13.11.19)	31
Safeguarding - KCSIE update (04.09.18)	31
Level 2 Mental Health Awareness	12

Attendance - Students

Year Groups	Average attendance rate
Secondary	85%
Post 16	90%
Overall	87.5%

Number of Students on role at the start of the academic year	Number of students on role at the end of the academic year	Number of new admissions	Number of students progressed
23	26	3	3

Outcomes - Achievements

Academic Achievements 2018/19

Qualification	Level	Number of Learners Achieved
Functional Skills Maths	EL1	1
	EL2	3
	EL3	7
	Level 1	2
	Level 2	2
Functional Skills English	EL1	0
	EL2	1
	EL3	7
	Level 1	6
	Level 2	2
Functional Skills ICT	EL1	0
	EL2	3
	EL3	4
	Level 1	1
	Level 2	2
iGCSE English	Foundation	2
iGCSE Maths	Foundation	2
iGCSE Science	Foundation	2
ASDAN Careers and experiencing work	Award	9
NCFE: WellBeing	Level 1 Certificate	2
Sex Education	Level 1 Award	5
Nutrition & Health	Level 1 Award	4
Substance Misuse	Level 1 Award	4
Alcohol Awareness	Level 1 Award	4
Stress Awareness	Level 1 Award	3

Intro to Stress and Stress Management	Level 1 Award	2
Exploring Occupational Studies in the workplace	Entry Level 3 Award	1
Certificate of Personal Effectiveness	Award	2
BTEC Home Cooking Skills	Level 1 Award	1
AQA: Planning and Preparing a Short Radio Programme	Unit Award	1
Creating Music Production in Software	Unit Award	1
Introduction to Digital Music Production	Unit Award	1
Basic DJ'ing	Unit Award	1
NCFE: Customer Service	Level 1 Award	4
NCFE Business Enterprise	Level 1 Award	3
British Horse Society	Certi of Achievement	2
Total Qualifications Achieved		97

Exclusions

Number of fixed term exclusions	28 over 53 days
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)

Month	Number of Recorded Incidents	Number of racist incidents	Number of incidents of bullying
September	10	0	3
October	15	0	4
November	11	0	1
December	5	0	0
January	4	0	0
February	4	0	0
March	6	0	0
April	3	0	1
May	3	0	0

June	2	1	0
July	0	0	0
Total	63	1	9

Progress:

In maths, of the 26 students who were enrolled as at the end of the academic year, 20 (or 77%) made up a combination of good or better progress. This means that 6 students (or 23% made up a combination of inadequate progress / were of major concerns / had no data.

In English, 19 students (or 73%) made good or better progress. Therefore, 7 students (or 27%) made up a combination of inadequate progress / were of major concerns / had no data.

In ICT, 15 student (or 58%) made good or better progress. As a result, 11 students (or 42%) made up a combination of inadequate progress / were of major concerns / had no data.

iGCSE

In English, the 2 students who were entered for this exam were successful. Likewise, both students were successful in their mathematics exams. In addition, the same 2 students were successful in their Science exams. Unfortunately, both students received failing grades in History.

Destinations

Number of students who left the school during or at the end of the academic year	4
Number going into Further employment, education or training	4
Number leaving with with no secure destination	0
Destination unknown	0

Safeguarding / Health and Safety

Number of Safeguarding concerns reported to the school	Number of safeguarding concerns reports to Local Authority	Number of Accidents Involving Staff	Number of staff Accidents Involving Students	RIDDOR Reports
Sept 18 - Dec 18 (192)	2 referrals to SW 1 referral to CAHMS	19	18	1
Jan 19- July 19	4 referrals			

(21)				
*New format and guidance for recording implemented				

Parent, Staff, Provider and Student Satisfaction with the school

In 2018/2019 there were no provider or student surveys completed. Staff surveys were done results can be seen in a separate document.

Parkview Academy

Attendance - Staff

Number of Staff	Number of Schools Days	Total Number of Staff Absences	Average Staff Attendance Rate
24	195	225.5 days	95.2

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
24	23	97%

Training

Description of CPD activity	Number of Participants
Fire Warden Training	13
Channel Gen Awareness (Pt 1)	9
Safeguarding in Schools (Pt 1)	13
Prevent Online Training (Pt 2)	5
Safeguarding in Schools (Pt 2)	11
Recognising & Prev FGM	13
Administering Medication	8
Good Practice in Autism Education	3
Lone Working in Schools	1
KCSiE (Sect 5 update)	13
Adv App in Supp Teaching & Learning	2
Awareness of Forced Marriages	16
NCFE Cache Lev 3 Diploma in Spec Supp	1
Safer Recruitment	2
Tackling Staff Underperformance	1
Water Management for premises Man - Ref	1
Fire Safety	8
Stress Management	8
Adv safeguarding for DSL's	1
Risk Ass Training	4
Manual Handling	9
Working at Heights	8
COSHH Training	3
TQUK Level 2 understanding Autism (RQF)	2
Food Safety Catering Level 2	1
Paediatric Infant & Child First Aid Level 3	2
Training for Readers, Scribes & Other Adult	1
Child Behaviour Level 3	1
Paediatric First Aid Annual Refresher	2

Attendance - Students

Year Groups	Average attendance rate
Primary	85%
Secondary	86%
Post 16	77%
Overall	82.7%

Number of Students on role at the start of the academic year	Number of students on role at the end of the academic year	Number of new admissions	Number of students progressed
27	25	8	6

Outcomes - Achievements

Qualification	Level	Number of Learners Achieved
Functional skills Maths	EL3	4
Functional skills Maths	EL2	2
Functional skills Maths	L2	1
Functional skills English	L2 SLC	1
Functional skills English	L1	5
Functional skills English	EL3	5
Functional skills English	EL2	2
Functional skills ICT	EL3	9
Functional skills ICT	L1	1
AQA UAS (Media, Drama & Life skills)	EL-L1	108
OCR Life and Living skills	EL1-2	4
ASDAN Transition Challenge	N/A	4
ASDAN Towards Independence	N/A	4
NCFE Sexual Health	L1	2
NCFE Substance Misuse	L1	6
NCFE Alcohol Awareness	L1	8
NCFE Employability	L1	4
NCFE Nutrition and Health	L1	8
NCFE Carpentry and Joinery	EL3	6
BTEC Engineering	L1	5
Total Qualifications Achieved		179

Exclusions

Number of fixed term exclusions	9
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)

Month	Number of Recorded Incidents	Number of racist incidents	Number of incidents of bullying
September	11	0	0
October	14	0	2
November	7	0	0
December	4	0	0
January	2	0	0
February	3	0	0
March	3	0	0
April	0	0	0
May	2	0	0
June	6	0	0
July	5	0	0
Total	57	0	0

Progress

Use the space below to show progress of the students for academic year (This should be a one page summary and not include graphs/charts or use student names) :

Primary Learners are making Expected or Above Expected Progress In English	70%
Primary Learners are making Expected or Above Expected Progress in Maths	67.00%
Secondary Learners are making Expected or Above Expected Progress In English	89%
Secondary Learners are making Expected or Above Expected Progress in Maths	56%
Secondary Learners are making Expected or Above Progress in ICT	78.00%
Post 16 Learners are making Expected or Above Expected Progress In English	50.00%
Post 16 Learners are making Expected or Above Expected Progress in Maths	50.00%

Post 16 Learners Making Expected or Above Progress in ICT	50.00%
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Destinations

Number of students who left the school during or at the end of the academic year	5
Number going into Further employment, education or training	4
Number leaving with with no secure destination	1
Destination unknown	1

Safeguarding / Health and Safety

Number of Safeguarding concerns reported to the school	Number of safeguarding concerns reports to Local Authority	Number of Accidents Involving Staff	Number of staff Accidents Involving Students	RIDDOR Reports
22	5	2	9	0

Parent, Staff, Provider and Student Satisfaction with the school

This can be seen on separate reports

ALP Leicester

Attendance - Staff

Number of Staff	Number of School Days	Total Number of Staff Absences	Average Staff Attendance Rate
30	195	215.5	96%

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
30	29	97%

Training

Description of CPD activity	Number of Participants
Children and Young People's Mental Health	25+ awaiting other results
Behaviours that Challenge	13+ awaiting other results
Specific Learning Difficulties	20+ awaiting other results
L2 Safeguarding	All
Honour Based Violence	2
L3 Education and Training	14
Theraplay	1
Bereavement in Primary Schools	1
ADHD training online	7
Respecting Biology	2
Anti Bullying Training	2
MA Careers Leaders	1
QTLS	1
NPQH	1

Attendance - Students

Year Groups	Average attendance rate
Primary	97
Secondary	93
Post 16	71
Overall	87

Number of Students on role at the start of the academic year	Number of students on role at the end of the academic year	Number of new admissions	Number of students progressed
27	31	4	6

Outcomes - Achievements

Qualification	Level	Number of Learners Achieved
ICT	EL3	2
English	EL3	2
Maths	EL1	1
	EL2	3
	EL3	4
	L1	1
	L2	2
Creative crafts	EL1	5
	EL2	4
PSD	L1	6
Employability	L1	7
OCC studies cooking	EL3	8
OCC studies construction	EL	8
OCC studies hairdressing	EL1	2
OCC studies sports	EL3	11
	L1	
Sexual health	L1	8
Alcohol awareness		1
Mental health	L1	5
Learning to learn	L1	4
Exercise studies	L1	1
Total Qualifications Achieved		88

Exclusions

Number of fixed term exclusions	12
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)

Term	Challenging	Low level	Racial	Bullying
Autumn	18	298	3	14
Spring	24	223	1	6
Summer	14	206	1	7
Total	56	727	5	27

Challenging behaviour is up by 3 but down could be seen as down over all. 67% of challenging behaviour caused by two pupils

26 learner X	46%
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12 learner Y	21%
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Progress

Use the space below to show progress of the students for academic year (This should be a one page summary and not include graphs/charts or use student names):

HT report demonstrates that Primary Learners are making Expected or Above Expected Progress In English	66.58/83.30
HT report demonstrates that Primary Learners are making Expected or Above Expected Progress in Maths	83.32
HT report demonstrates that Secondary Learners are making Expected or Above Expected Progress In English	89%
HT report demonstrates that Secondary Learners are making Expected or Above Expected Progress in Maths	100%
HT report demonstrates that Secondary Learners are making Expected or Above Progress in ICT	46%
HT report demonstrates that Post 16 Learners are making Expected or Above Expected Progress In English	67%
HT report demonstrates that Post 16 Learners are making Expected or Above Expected Progress in Maths	60%
HT report demonstrates that Post 16 Learners Making Expected or Above Progress in ICT	0
Well-Being of learners is being continuously monitored	Yes

Destinations

Number of students who left the school during or at the end of the academic year	6
Number going into Further employment, education or training	5
Number leaving with with no secure destination	1
Destination unknown	1

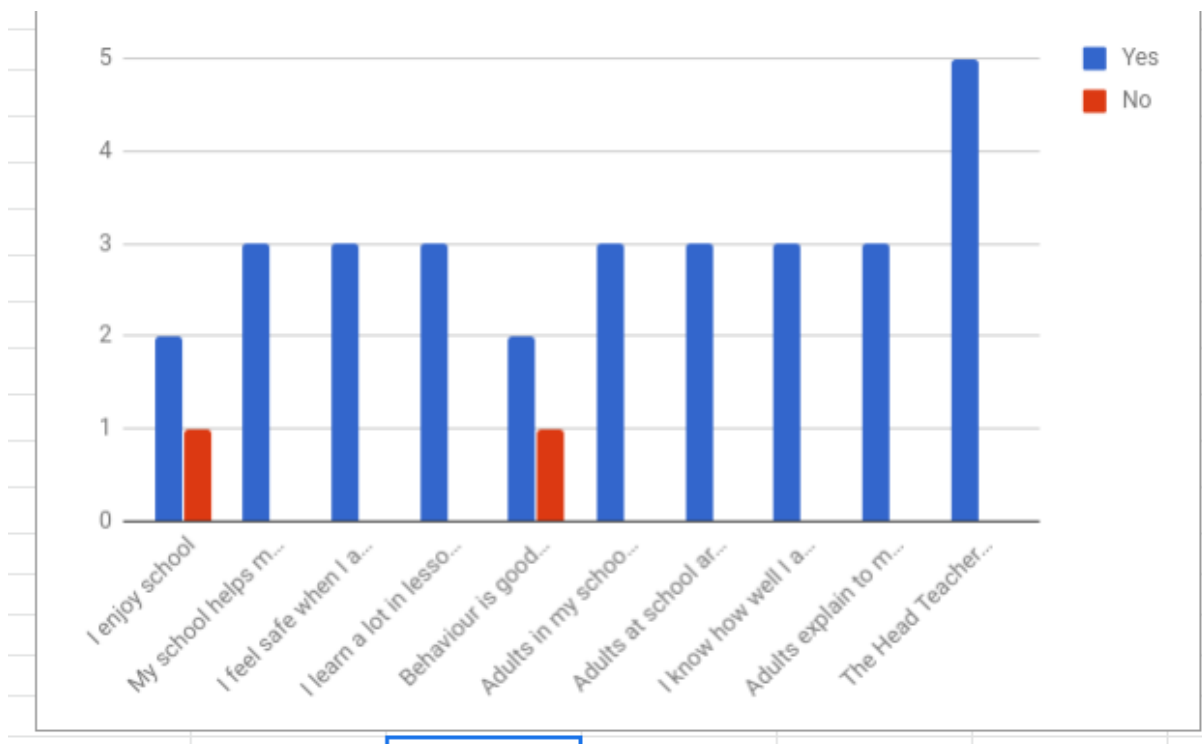
Safeguarding / Health and Safety

Number of Safeguarding concerns reported to the school	Number of safeguarding concerns reports to Local Authority	Number of Accidents Involving Staff	Number of Accidents Involving Students	RIDDOR Reports
41	1	11	24	1

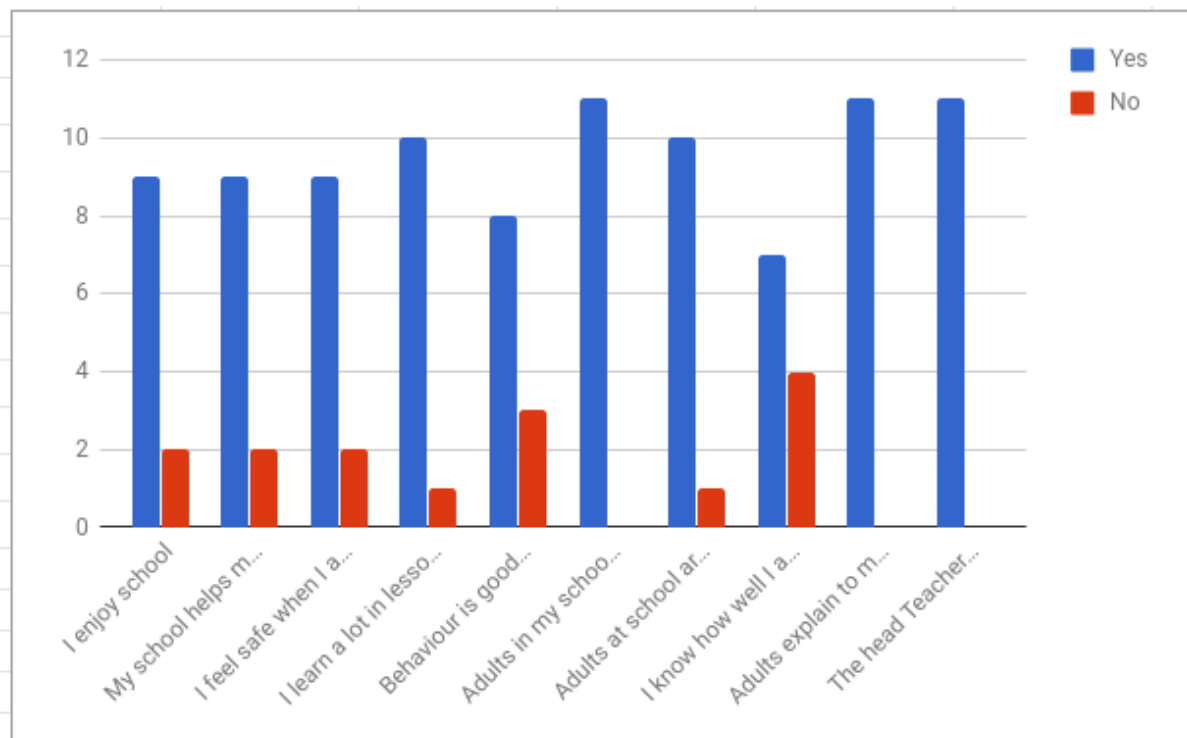
Parent, Staff, Provider and Student Satisfaction with the school

Staff Satisfaction survey results and Stakeholder results can be found by logging into : [Survey Monkey](#)

Primary



Secondary



There were no returns received from Parents but feedback was taken at the May 2019 parents evening which were all very positive.