



ANNUAL REPORT
ACADEMIC YEAR
2024/25

Vision Statement

Empowering success through holistic and individualised learning

Mission Statement

At Pierview Academy we believe that education can help every learner achieve their full potential no matter what their ability. It's this belief that drives us to be so passionate about the work we do with our learners and it is why our bespoke approach works for so many disengaged and vulnerable young people. Pierview Academy aims 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. From the point of referral, we focus on the special educational needs and disabilities (SEND) of the learner and on family liaison, in order to provide the most effective and appropriate educational intervention.

Working closely with the Local Authorities, we provide outcomes that are in accordance with the individual needs of each learner. We specialise in education placements of young people with SEND including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, complex needs and mental health difficulties.

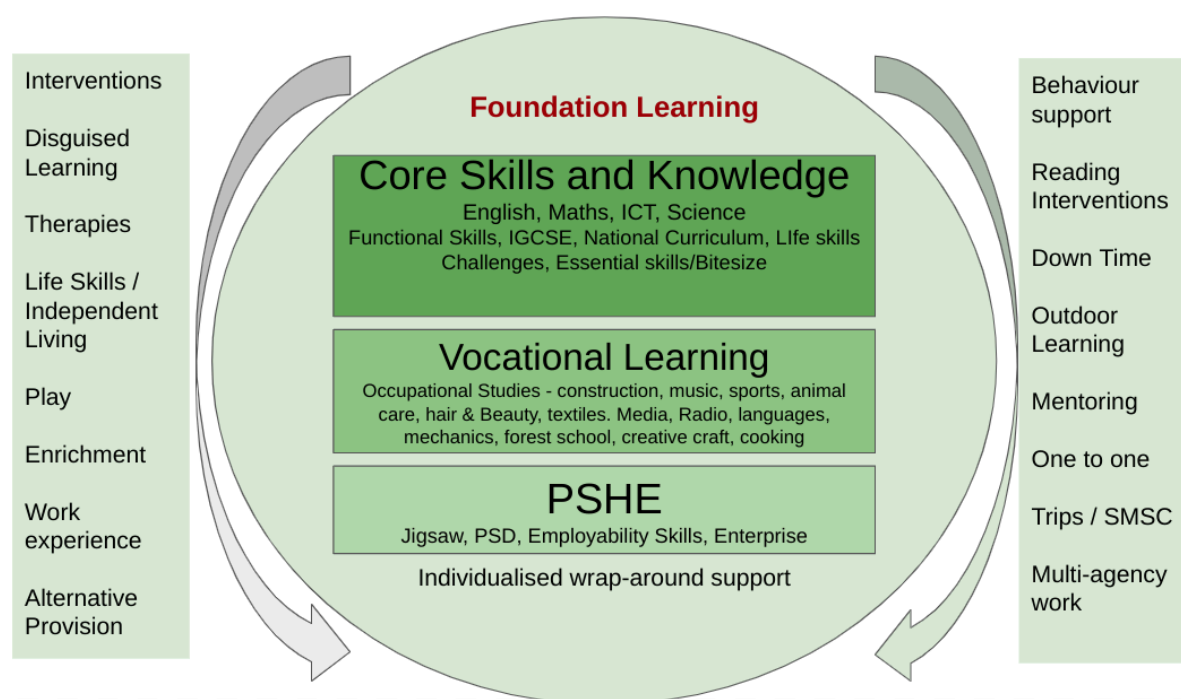
There are five schools in the chain - Pierview Academy - Gravesend - Kent, Parkview Academy, Welling - Greater London, ALP Leicester - Birstall - Leicestershire, ALP Nuneaton, Warwickshire, and ALP Sittingbourne, Kent. We also operate an outdoor provision called ALP The Lodge, Stockbury, Kent.

Values

	Attendance	Focus on improving each learner's attendance level to ensure they give themselves the basis to achieve
	Routine	Staff help learners to gain a routine that is adapted to pupils' individual needs to ensure they feel comfortable in the educational environment.
	Relationships	Learners are assisted in developing sound relationships with tutors and other service users

	Respect	Working with learners and families in a holistic manner to maximise their life chances and educational potential
	Trust	When a pupil feels more secure and understood. A two-way relationship
	Teaching	A formal, well balanced, academic curriculum takes place with a wide range of opportunities

Curriculum



The curriculum is based on the National Curriculum and Foundation Learning which ensures that all of the students have an element of core subjects, vocational learning and PSHE within their timetables. This is all supported with wrap-around care to meet individual needs.

School Sector:

Independent

Schools Address	Pupil Registration	Age Range	Head Teacher
Pierview Academy, East Crescent Road, Gravesend, Kent, DA12 2AH	40	11-25	Debbie Pardey

Parental Involvement

Pierview Academy 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 students 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. Pierview Academy encourages 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 parent's evenings, visit the school and complete our parent survey.

David Cowell MBE – Managing Director

Pierview Academy

Staff Attendance and Retention

Number of Staff	Number of School Days	Staff Absences Total Number of Days
38	196	195.92
Number of staff from the end of the previous academic year	Number of those staff retained throughout the following year	% retention
38	34	89%

Attendance - Students

Year Groups	Average attendance rate
Primary	N/A
Secondary	84%
Post 16	64%
Total	79%
Total (not inc persistent non-attenders)	79.5%

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
32	37	13

Qualifications Achieved

Qualification	Level	Number of Learners Achieved
Core Skills		
TLM IT User Skills		8
Digital Skills	FS1	1
Certificate in Essential Skills: Maths	Various(part claims)	5
Functional Skills English: Reading	EL	12
Functional Skills English: Reading	L1	3
Functional Skills English: Reading	L2	1
Functional Skills English: Writing	EL	16
Functional Skills English: Writing	L1	3
Functional Skills English: Writing	L2	1
Functional Skills English: SLC	EL	13
Functional Skills English: SLC	L1	0
Functional Skills English:SLC	L2	2
Functional Skills Mathematics	EL1	6

Functional Skills Mathematics	EL2	7
Functional Skills Mathematics	EL3	5
Functional Skills Mathematics	L1	2
Functional Skills Mathematics	L2	1
Science	iGCSE	4
Vocational		
Creative Craft	EL1	2
Creative Craft	EL3	5
Creative Craft - Art and Design	L1 (unit claims)	3
Textiles	L1 (unit claims)	3
Occupational Studies in the workplace	EL3 award	8
Occupational Studies in the Workplace	EL3 Exploring	5
Music Technology	L1	1
AQA Award Scheme	n/a	9
PSHE / PSD		
RSHE	L1	2
Religious Studies	GCSE Short Course	2
Duke of Edinburgh Awards	Gold Certificate	2
Duke of Edinburgh Awards	Gold (sectional) cert	7
Total Qualifications Achieved		139

Exclusions

Number of fixed-term exclusions	13
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)

Month	Number of recorded physical interventions	Number of racist incidents	Number of incidents of bullying
September 2024	1	1	1
October 2024	3	0	2
November 2024	0	0	1
December 2024	0	0	1
January 2025	1	1	0
February 2025	0	1	0
March 2025	0	0	0
April 2025	0	1	1
May 2025	2	1	0

June 2025	1	0	1
July 2025	0	0	1
Total	8	5	8

Progress

Secondary learners making expected or above-expected progress In English	100%
Secondary learners making expected or above-expected progress in Maths	95%
Secondary learners making expected or above-expected progress in ICT	94%
Post-16 learners making expected or above-expected progress In English	66%
Post-16 learners are making expected or above-expected progress in Maths	71%
Post 16 learners making expected or above progress in ICT	63%

Destinations

Number of students who left the school during or at the end of the academic year	11
Number going into further employment, education or training	4
Number leaving with no secure destination	2
Destination unknown	0

Safeguarding / Health and Safety

Number of Safeguarding concerns reported to the school	Number of safeguarding concerns reported to Local Authority	Number of Accidents Involving Staff	Number of staff Accidents Involving Students	RIDDOR Reports
27 students 3 Low level concerns - Staff	3	3	1	0