



ANNUAL REPORT
ACADEMIC YEAR
2017/18

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 – 146-148, Park View Road, Welling, Kent, DA16 1SR (Independent Learning Suite - 144, Park View Road, Welling, 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/GCSE's, vocational learning and personal and social development within their timetables. One school is an IGCSE registered centre offering five core IGCSE subjects in Maths, English, Science, Art and History.

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 back into suitable educational pathways.

Our primary curriculum 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.

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 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. 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 and PE.

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 termly and 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 only 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 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. 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 = Paul Mersh - paul.mersh@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	317*	94.9

*This includes one episode of 76 days from a member of staff with long term illness who has since returned to work full time.

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
32	30	93.75

Training

Description of CPD activity	Number of Participants
H & S Basics	32
Stress Management In School	6
Accident / Incident Reporting	6
Fire Warden Training	6
Manual Handling for Schools	32
Keeping Children Safe in Ed Update	32
Training for Invigilators in exams	5
Emergency First Aid at Work	12
Training for Readers, Scribes, Invigilators	3
Effective Lesson Planning	8
Working at Height (Basics)	32
Refresher Safeguarding Training	32
DSL	2
Interserve - level 3 Teaching and Learning	7
Training for moderation & marking	8
ELKLAN	12

Attendance - Students

Year Groups	Average attendance rate
Secondary	75
Post 16	74

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
24	28	4	8

Outcomes - Achievements

Academic Achievements 2017/18

Qualification	Level	Number of Learners Achieved
Functional Skills English	EL1	0
	Part	3
	EL2	0
	Part	6
	EL3	2
	Part	2
	1	5
Functional skills Maths	EL1	3
	EL2	7
	EL3	5
Functional skills ICT	1	3
Functional skills ICT	EL1	1
	EL2	3
	EL3	4
	1	2
IGCSE'S		
Maths	C	1
English	C	1
	D	1
Science	C	1
	D	1
Vocational		
Occupational Studies in the Workplace	EL3	2
	1	7
Health and Social Care	L2 Diploma	1
Art and Design (Photography)	L2 Diploma	1
Art and Design (Photography)	L3 Extended Diploma	1
Painting and Decorating	L2 Diploma	1
Animal care / Land Based Studies	1	1
Food Safety in Catering	2	1
Music	L1 Diploma	1
	BTEC	1
Cooking	1	1
PSD		
CoPE	1	4
Well-Being	L1 Certificate	3
	part	2

Substance Misuse Awareness	1	5
Alcohol Awareness	1	4
Stress Awareness	1	4
Sexual Health Awareness	1	5
PSD	L1 Certificate	1
Asdan Roadwise	Short Course	1
Duke of Edinburgh Award	Bronze	1
Total Qualifications Achieved		99

Exclusions

Number of fixed term exclusions	19
Number of permanent exclusions	0

Behaviour (Physical Intervention Incidents)

Month	Number of Recorded Incidents	Number of racist incidents	Number of incidents of bullying
September	3	0	0
October	6	0	0
November	9	0	0
December	7	0	1
January	10	0	0
February	7	0	0
March	10	0	0
April	4	0	0
May	15	0	0
June	5	0	0
July	7	0	0
Total	83	0	1

Progress

Progress Tracking Summary 2017/18

By the end of July 2018:

Mathematics

11 (55%) students made outstanding progress

6 (30%) made good progress

2 (10%) made inadequate progress

None had any major concern

1 (5%) had no data

English

11 (55%) students made outstanding progress

7 (35%) made good progress

0 made inadequate progress

None had any major concern

2 (10%) had no data

ICT

10 (50%) students made outstanding progress

0 made good progress

8 (40%) made inadequate progress

None had any major concern

2 (10%) had no data

Destinations

Number of students who left the school during or at the end of the academic year	10
Number going into Further employment, education or training	5
Number leaving with with no secure destination	5
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
706	28*	3	2	0

* 16 of these relate to one student. 8 relate to one student.

Parent, Staff, Provider and Student Satisfaction with the school

Use the space below to add graphs to analyse satisfactions levels based on annual surveys.

(none carried out this academic year)

Parkview Academy

Attendance - Staff

Number of Staff	Number of Schools Days	Total Number of Staff Absences	Average Staff Attendance Rate
29	197	322	94.4%

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
21	17	80.6%

Training

Description of CPD activity	Number of Participants
H & S Basics	9
Stress Management In Schools	8
Accident / Incident Reporting	5
Fire Warden Training	4
Manual Handling for Schools	7
Keeping Children Safe in Ed Update	17
Training for Invigilators in exams	7
Emergency First Aid at Work	9
Prevent Training	19
Accident / Incident Investigation in Schools	1
Training for Readers, Scribes, Invigilators	5
Effective Lesson Planning	7
Working at Height (Basics)	6
Asbestos Awareness Training	1
Refresher Safeguarding Training Pt 1	18
2	18
DSL	2
SMILE THERAPY	1
Interserve - Level 3 Teaching and Learning	3
OFSTED Questioning / Purpose of curriculum	17
Training for moderation & marking	5
QTS status	1

Attendance - Students

Year Groups	Average attendance rate
Primary	83.31%
Secondary	73.83%
Post 16	75.04%

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
20	25	10	7

Outcomes - Achievements

Qualification	Level	Number of Learners Achieved
Functional skills English	EL3	9
Functional skills Maths	EL2	4
	EL3	8
	L2	2
Functional skills ICT	EL2	3
	EL3	8
	L1	2
Part qualifications		
Reading	EL3	2
SLC	EL3	1
Reading	EL2	2
Writing	EL2	1
Reading	L2	3
Writing	L2	1
GCSEs Maths	Grade 4	1
	Grade 3	2
PSD & Vocational		
BTEC Certificate in Engineering	L1	5
BTEC Award in Engineering	L1	1
NCFE Sexual Health	L1	7
NCFE Substance misuse	L1	5
NCFE Mindset unit	L1	3
NCFE Working in a team unit	L1	3
NCFE Occupational studies	EL3	7
AQA Music technology & Media	EL/L1	21
AQA Performance skills	Entry	12
AQA Motor Engineering	L1	31
Total Qualifications Achieved		144

Exclusions

Number of fixed term exclusions	13
Number of permanent exclusions	None

Behaviour (Physical Intervention Incidents)

Month	Number of Recorded Incidents	Number of racist incidents	Number of incidents of bullying
September	2	0	0
October	2	0	0
November	4	0	1
December	2	0	0
January	2	0	0
February	3	0	0
March	2	0	0
April	1	0	0
May	7	0	2
June	1	1	0
July	2	0	0
Total	28	1	3

+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) :

*expected progress is 60% progress from starting point as assessed by Bsquared (primary) and BKSb (secondary); above expected is more than 60%.

Primary	Reading	Term 1	Term 2	Term 3
		% above expected progress	0	0
	% at expected progress	0	33	0
	% below expected progress	100	67	83.3
	Writing			
	% above expected progress	0	0	16.6
	% at expected progress	0	0	0
	% below expected progress	100	100	83.3

	Maths			
	% above expected progress	0	16.6	0
	% at expected progress	0	0	16.67
	% below expected progress	100	83.33	83.33
Secondary	English			
	% above expected progress	0	0	0
	% at expected progress	12.50	50	61.50
	% below expected progress	87.50	50	38.50
	Maths			
	% above expected progress	0	0	0
	% at expected progress	33	50	69.3
	% below expected progress	67	50	30.7
	ICT			
	% above expected progress	0	0	0
	% at expected progress	0	0	46.15
	% below expected progress	100	100	53.85

Post-16	English			
	% above expected progress	0	0	0
	% at expected progress	11	0	55.50
	% below expected progress	89	100	44.50
	Maths			
	% above expected progress	0	0	0
	% at expected progress	37.50	25	55.50
	% below expected progress	62.50	75	44.50
	ICT			
	% above expected progress	0	0	0
	% at expected progress	0	0	33.30

	% below expected progress	100	100	66.70
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Destinations

Number of students who left the school during or at the end of the academic year	7
Number going into Further employment, education or training	4
Number leaving with with no secure destination	1
Destination unknown	2

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	2	0

Parent, Staff, Provider and Student Satisfaction with the school

Use the pace below to add graphs to analyse satisfactions levels based on annual surveys.

Graphs to be presented at Executive board - see separate document

ALP Leicester

Attendance - Staff

Number of Staff	Number of School Days	Total Number of Staff Absences	Average Staff Attendance Rate
31	195	87	98.4

Number of staff from the end of the previous academic year	Number of those staff retained in the following year	% retention
31	29	93.5

Training

Description of CPD activity	Number of Participants
Attachment and Trauma	All
Emotion Coaching	All
L3 Supporting Teaching and Learning	12
L2 Equality and Diversity	All
L2 Mental Health Awareness	All
L2 Autism Awareness	All
L2 Team Leading	10
Food Safety	All
Personal Care	2
Judicium Training x7 compulsory units	All
Teacher Development Training	12
Grounded	1
The Adolescent Brain	3
Drug and Alcohol- Primary	1
Sex and Relationships-Primary	1
Bereavement Training	1
PSHE networking events x2	1
SALT L3	1
NPQH	1

Attendance - Students

Year Groups	Average attendance rate
Primary	96
Secondary	85.3
Post 16	79

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
19	28	10	4

Outcomes - Achievements

Qualification	Level	Number of Learners Achieved
Core Subject NCFE		
Functional Skills English	EL1	1
	EL2	3
	EL3	2
	L1	1
	L2	1
Functional Skills Maths	EL1	1
	EL2	2
	EL3	1
	L1	4
	L2	1
Functional Skills ICT	EL3	3
Part Qualifications		
Functional Skills English Reading	L1	1
Functional Skills English SLC	L1	1
Functional Skills English Reading	L2	1
Functional Skills SLC	L2	1
Vocational/PSD subjects NCFE		
Creative Craft	EL1	2
	EL2	2
	EL3	1
	L1 (unit)	4
	L2	1
Occupational Studies	EL3	7
	L1	11
	L2	3
PSD	L1	5
Sexual Health Awareness	L1	1
Employability Skills	L1	7
Personal Achievement	L1	1
Business and Enterprise	L1	1
Health and Social Care	L1	2
TLM Units		
ICT	L1	2

	L2	6
	L3	7
TLM Quals		
ICT	P6	4
	P7	4
	P8	4
	L2	4
Asdan		
Asdan PSHE		1
Asdan Science		1
Asdan Foodwise		1
Asdan History		1
Asdan Expressive Arts		2
Asdan Geography		2
Keysteps		1
Gold Award		1
New Horizons		2
Stepping Stones 1		1
Stepping Stones 2		2
Total Qualifications Achieved		114

Exclusions

Number of fixed term exclusions	15
Number of permanent exclusions	1

Behaviour (Physical Intervention Incidents)

Month	Incidents	Racial	Bullying
September	12	0	0
October	6	0	0
November	6	0	1
December	4	0	1
January	9	0	0
February	3	0	3
March	3	0	4
April	2	0	2
May	2	0	0
June	7	1	1

July	0	0	0
Total	54	1	12

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	Reading			
	% above expected progress	0	0	0
	% at expected progress	62.5	62.5	75
	% below expected progress	37.5	37.5	25
	Writing			
	% above expected progress	0	0	0
	% at expected progress	75	75	87.5
	% below expected progress	25	25	12.5
	Maths			
	% above expected progress	17.5	12.5	25
	% at expected progress	65	62.5	62.5
	% below expected progress	17.5	25	12.5
Secondary Post 16	English			Sec P16
	% above expected progress	25	7	0 0
	% at expected progress	25	14	57 56
	% below expected progress	50	79	43 44
	Maths			
	% above expected progress	38	27	0 0
	% at expected progress	8	13	71 56

	% below expected progress	54	60	29 34
	ICT	EL3 L1	EL3 L1	
	% above expected progress	0 0	11 0	0 0
	% at expected progress	25 0	44 34	86 13
	% below expected progress	75 100	33 66	24 77

Destinations

Number of students who left the school during or at the end of the academic year	9
Number going into Further employment, education or training	8
Number leaving with with no secure destination	1
Destination unknown	1

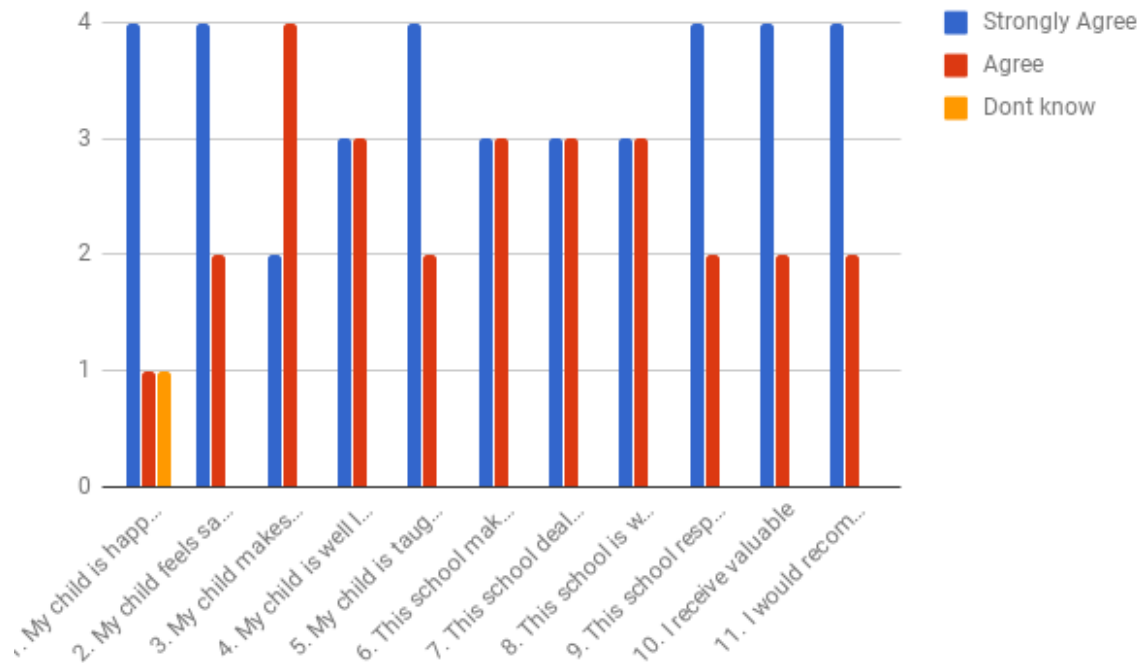
Safeguarding / Health and Safety

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
60	9	13	19	0

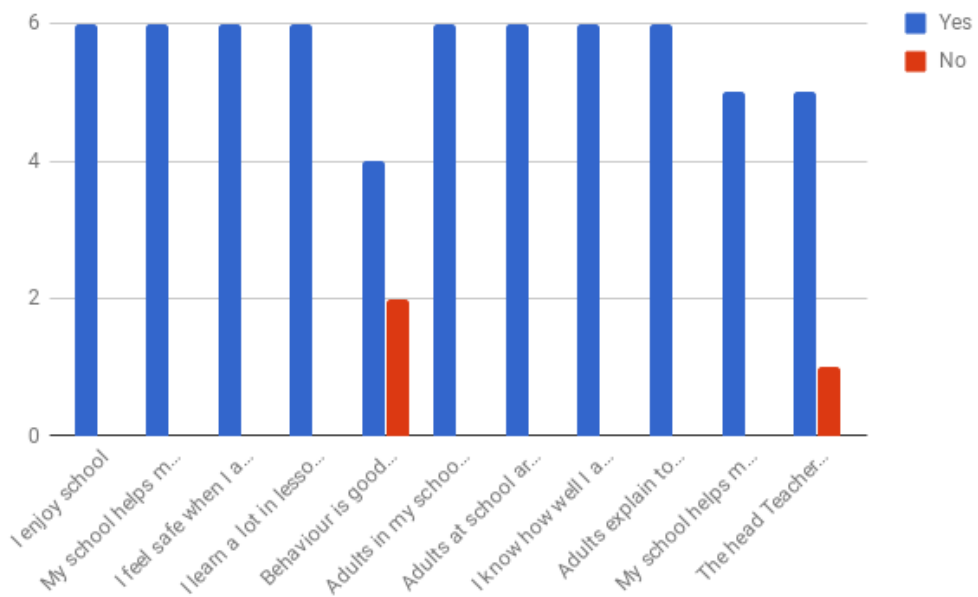
Parent, Staff, Provider and Student Satisfaction with the school

Use the pace below to add graphs to analyse satisfactions levels based on annual surveys.

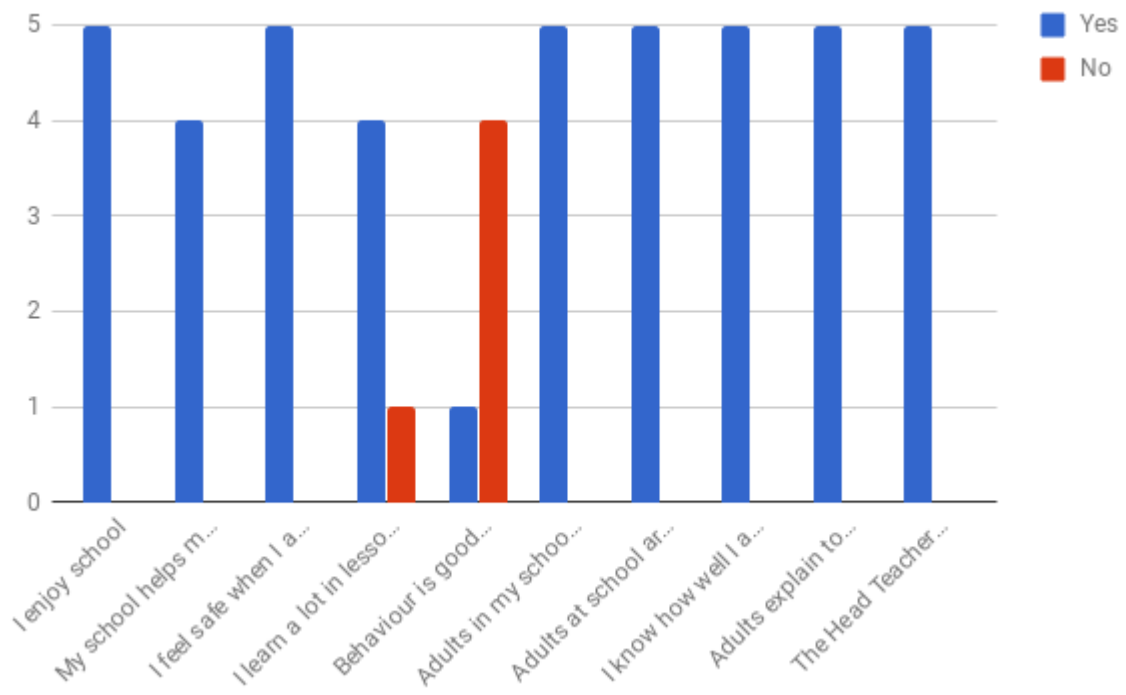
Parent Survey December 2017



Secondary/Post 16



Primary



See separate document for LA/Provider survey