



# ANNUAL REPORT

## ACADEMIC YEAR 2024/5

### **Vision Statement**

Empowering success through holistic and individualised learning

### **Mission Statement**

At ALP Sittingbourne 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. ALP Sittingbourne 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.

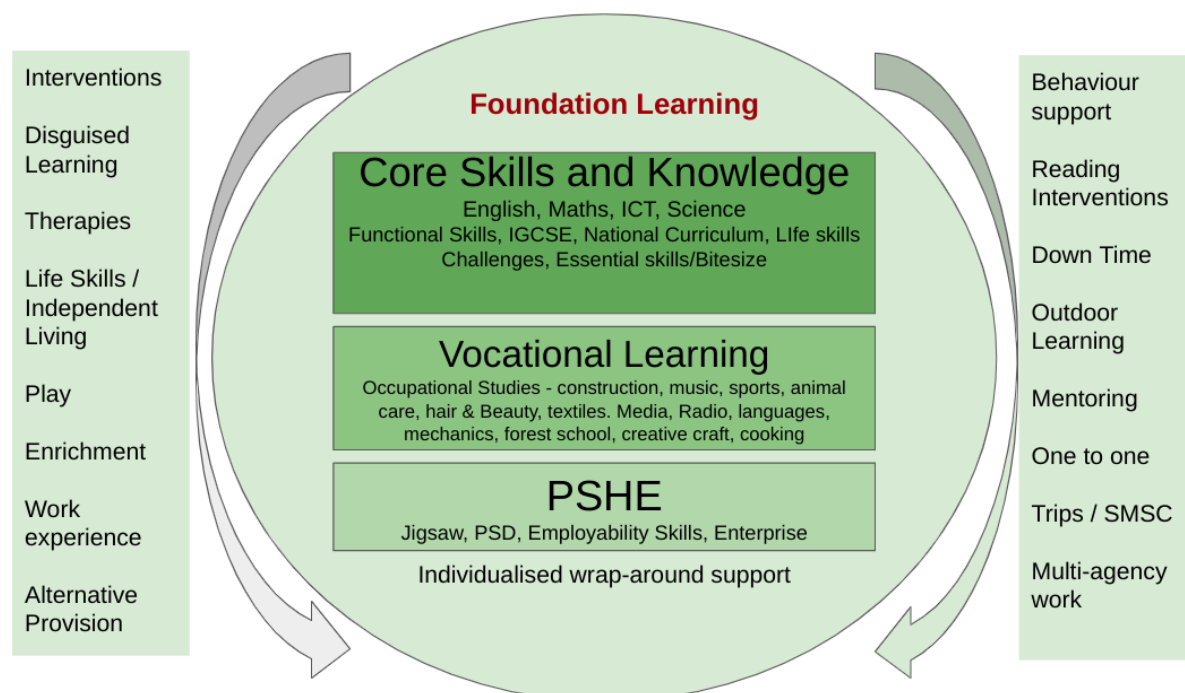
Working closely with the Local Authorities, we provide outcomes that are in accordance with the individual needs of each learner. We specialise in education placements of young people with SEND including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, complex needs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

## Values

|                                                                                     |                      |                                                                                                                                                   |
|-------------------------------------------------------------------------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Attendance</b>    | Focus on improving each learner's attendance level to ensure they give themselves the basis to achieve                                            |
|    | <b>Routine</b>       | Staff help learners to gain a routine that is adapted to pupils' individual needs to ensure they feel comfortable in the educational environment. |
|    | <b>Relationships</b> | Learners are assisted in developing sound relationships with tutors and other service users                                                       |
|   | <b>Respect</b>       | Working with learners and families in a holistic manner to maximise their life chances and educational potential                                  |
|  | <b>Trust</b>         | When a pupil feels more secure and understood. A two-way relationship                                                                             |
|  | <b>Teaching</b>      | 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 Registrati<br>on | Age<br>Range | Head Teacher         |
|------------------------------------------------|------------------------|--------------|----------------------|
| 60 Bell Road<br>Sittingbourne<br>Kent ME10 4HE | 40                     | 7-19         | Jennifer<br>Thomason |

## Parental Involvement

ALP Sittingbourne believes 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. ALP Sittingbourne 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

## ALP Sittingbourne

| Staff Attendance and Retention                             |                                                              |                                        |
|------------------------------------------------------------|--------------------------------------------------------------|----------------------------------------|
| Number of Staff                                            | Number of School Days                                        | Staff Absences<br>Total Number of Days |
| 32                                                         | 195                                                          | 162.72                                 |
| Number of staff from the end of the previous academic year | Number of those staff retained throughout the following year | % retention                            |
| 25                                                         | 23                                                           | 92%                                    |

| Attendance - Students |                 |
|-----------------------|-----------------|
| Year Groups           | Attendance rate |
| Primary               | 90%             |
| Secondary             | 84%             |
| Post 16               | 83%             |
| Overall               | 85.7%           |

| <b>Number of Students on role at the start of the academic year</b> | <b>Number of students on role at the end of the academic year</b> | <b>Number of new admissions</b> |
|---------------------------------------------------------------------|-------------------------------------------------------------------|---------------------------------|
| 28                                                                  | 34                                                                | 14                              |

| <b>Qualifications Achieved</b> |                   |                   |                   |
|--------------------------------|-------------------|-------------------|-------------------|
|                                | <b>2023/24</b>    | <b>2024/25</b>    | <b>2025/26</b>    |
| <b>Subject</b>                 | <b>Candidates</b> | <b>Candidates</b> | <b>Candidates</b> |
| EL1 Essential English          |                   |                   | 2                 |
| EL2 Essential English          |                   |                   | 3                 |
| EL3 Essential English          |                   |                   | 2                 |
| EL1 Reading                    | 7                 | 4                 | 0                 |
| EL1 Writing                    | 6                 | 3                 | 0                 |
| EL1 SLC                        | 7                 | 4                 | 0                 |
| EL2 Reading                    | 2                 | 10                | 2                 |
| EL2 Writing                    | 2                 | 9                 | 2                 |
| EL2 SLC                        | 2                 | 10                | 2                 |
| EL3 Reading                    |                   | 2                 | 9                 |
| EL3 Writing                    |                   | 2                 | 9                 |
| EL3 SLC                        |                   | 2                 | 9                 |
| Level 1 Reading                |                   | 3                 | 2                 |
| Level 1 Writing                |                   | 3                 | 2                 |
| Level 1 SLC                    |                   | 3                 | 2                 |
| Level 2 Reading                |                   |                   | 3                 |
| Level 2 Writing                |                   |                   | 3                 |
| Level 2 SLC                    |                   |                   | 3                 |
| EL1 Essential Maths            |                   |                   | 2                 |
| EL2 Essential Maths            |                   |                   | 3                 |
| EL3 Essential Maths            |                   |                   | 2                 |
| EL1 Maths                      | 7                 | 3                 | 0                 |
| EL2 Maths                      | 2                 | 5                 | 1                 |
| EL3 Maths                      |                   | 7                 | 8                 |
| Level 1 Maths                  |                   | 1                 | 3                 |
| Level 2 Maths                  |                   |                   | 1                 |

|                               |    |     |     |
|-------------------------------|----|-----|-----|
| EL3 <b>DFS</b>                |    |     | 16  |
| Level 1 DFS                   |    | 1   | 2   |
| Enterprise EL3                |    | 7   | 12  |
| Enterprise Level 1            |    |     | 2   |
| Employability Level 1         |    | 5   | 4   |
| Occupational Studies          | 1  | 6   | 20  |
| Beauty Level 2                |    | 1   | 1   |
| Creative Crafts Level 1       | 1  | 0   | 0   |
| RHSE Level 1 Unit 1           |    |     | 13  |
| RHSE Level 1 Unit 2           |    |     | 6   |
| ASDAN Pupil Progress EL1      |    |     | 4   |
| ASDAN Lifeskills              | 20 | 20  | 0   |
| History Short Course (year 1) |    |     | 19  |
|                               | 60 | 121 | 207 |

Please note: Some of the above are 2 year courses/following schemes but not necessarily accreditation (these have been highlighted in the far left column) so this will impact the final completion. More likely: **171**

| Exclusions                      |    |
|---------------------------------|----|
| Number of fixed-term exclusions | 21 |
| 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                              | 3                                         | 2                          | 1                               |
| October 2024                                | 6                                         | 0                          | 1                               |
| November 2024                               | 7                                         | 3                          | 0                               |
| December 2024                               | 1                                         | 0                          | 0                               |
| January 2025                                | 5                                         | 2                          | 1                               |

|               |           |           |          |
|---------------|-----------|-----------|----------|
| February 2025 | 5         | 1         | 0        |
| March 2025    | 3         | 0         | 0        |
| April 2025    | 1         | 0         | 0        |
| May 2025      | 2         | 0         | 0        |
| June 2025     | 3         | 0         | 0        |
| July 2025     | 4         | 2         | 0        |
| <b>Total</b>  | <b>40</b> | <b>10</b> | <b>3</b> |

| <b>Progress</b>                                                          |      |
|--------------------------------------------------------------------------|------|
| Secondary learners making expected or above-expected progress In English | 83%  |
| Secondary learners making expected or above-expected progress in Maths   | 83%  |
| Secondary learners making expected or above-expected progress in ICT     | 60%  |
| Post-16 learners making expected or above-expected progress In English   | 100% |
| Post-16 learners are making expected or above-expected progress in Maths | 100% |
| Post 16 learners making expected or above progress in ICT                | 50%  |

| <b>Destinations</b>                                                              |   |
|----------------------------------------------------------------------------------|---|
| 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                      | 1 |
| Number leaving with no secure destination                                        | 4 |

| 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 |
| 8                                                      | 3                                                           | 5                                   | 5                                            | 0              |