

Inspection of ALP Leicester

Stonehill Avenue, Birstall, Leicester, Leicestershire LE4 4JG

Inspection dates: 8 to 10 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Staff are aspirational for their pupils. They care about each pupil as an individual. Many pupils have experienced difficulties in previous educational settings. Leaders and staff ensure that pupils have positive experiences that enable them to engage well with their learning. They make sure that pupils' personal development is at the heart of the school's work. Pupils, parents and carers appreciate what the school provides.

All staff have high expectations for what pupils can achieve. They provide the right support so that pupils can achieve well.

Staff help pupils to manage their own behaviour. When pupils' behaviour does not meet expectations, staff help them to reflect on the impact of their actions. Pupils say that staff deal with bullying effectively on the rare occasions that it happens. Relationships between staff and pupils are extremely positive. Pupils say they feel safe and supported.

The curriculum provides well for pupils' interests and needs. Pupils benefit from a wide range of enrichment activities, including Black History month, science week and art trips in the local community. Pupils enjoy school. They attend regularly.

What does the school do well and what does it need to do better?

Leaders have ensured that pupils benefit from a broad curriculum that is adapted to meet individual pupils' needs and interests. It provides opportunities for pupils to work towards accredited qualifications, including functional skills and vocational qualifications. This includes post-16 students, who take qualifications similar to those that key stage 4 pupils take. Leaders have incorporated pupils' personal development into all aspects of the school's work, including pupils' subject studies. Leaders continually review the curriculum offer to ensure that pupils reach their potential.

In most subjects, leaders have carefully considered the order in which pupils learn new knowledge and when they learn it. For example, in art, leaders have identified the key concepts that pupils should understand and by when. However, in some subjects, the curriculum is less well planned and leaders have not identified key knowledge well enough. Where this is the case, pupils do not build on their knowledge over time as well as they should.

Teachers have good subject knowledge. They break knowledge down into smaller chunks. This helps pupils to connect and build knowledge more quickly. Teachers help pupils to recall knowledge through questioning and recap sessions. Pupils then practise and build on previous learning.

Leaders ensure that teachers consider the targets in pupils' education, health and care plans (EHC plans) when planning what to teach. Teachers adapt how they

teach to support pupils to work successfully towards these targets. For example, in English, teachers check that pupils have listened to and understood instructions before starting an activity. Staff tap into pupils' interests, such as anime art, rap music and horses, to help them engage in lessons and understand what they are learning.

Leaders promote reading across the school. Pupils who read to inspectors did so with enthusiasm and enjoyment. More confident readers choose their own books to read. Pupils who are at the early stages of reading receive individual phonics teaching to help them to decode and blend words. Leaders have ensured that the books pupils read match the sounds that they know. This helps pupils to make good progress in their reading. All staff are well trained to support pupils in being able to read fluently. They support pupils effectively.

Leaders place considerable focus on helping pupils to manage their own behaviour. Staff use a range of strategies to help pupils to reflect and self-regulate. Staff are skilled in de-escalation strategies. Occasions when staff use physical intervention are reducing. Leaders focus on improving pupils' attendance. Pupils' attendance and behaviour improve when compared with their experiences in their previous schools.

Leaders place great priority on pupils' personal development. Leaders have planned a personal, social, health and economic (PSHE) education curriculum that includes appropriate relationships and sex education and health education. Artsmark projects develop pupils' creative knowledge, as well as their relationships with the wider community. Pupils learn about potential risks linked to online activity, substance abuse and alcohol. Pupils learn about different faiths and cultures and diversity and equality. While some pupils struggle to recall detailed information about different faiths, they know the importance of respecting those whose beliefs, opinions and values are different from their own. The school's careers programme provides pupils with impartial careers advice and guidance. However, this programme is at an earlier stage of development.

Directors and leaders work as an effective team. They are aspirational for the future of every pupil. Leaders ensure that teachers receive training that supports the school's ongoing improvement. Staff feel supported and say that leaders are considerate of their workload.

The proprietors ensure that the school securely and consistently meets the independent school standards, including in relation to the school's premises. They know and understand their responsibilities. They meet their statutory duties, including the requirements of schedule 10 of the Equality Act 2010. They have ensured that the school's safeguarding policy, which reflects the latest guidance, is available on the school's website. The proprietors have an accurate understanding of the school's strengths and priorities for improvement. They are effective in supporting and challenging leaders to improve the school further.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders have robust processes in place to support pupils' welfare. Staff are trained and understand their responsibilities. They understand the potential risks that pupils may experience. Staff quickly identify signs that a pupil may need additional support, and they respond accordingly. They work well with external agencies to provide additional help when needed.

Leaders ensure that safeguarding records are orderly and detailed. Careful checks are undertaken before adults start working with pupils. Directors regularly check on the effectiveness of the school's safeguarding systems.

What does the school need to do to improve?

- In some subjects, leaders have not identified effectively the most important knowledge they want pupils to learn. When this happens, pupils do not achieve as well as they should. Leaders should ensure that there is clarity across all subjects as to what knowledge pupils need to learn and the order they will learn it.
- The planning and provision for careers education and guidance are not yet fully developed and embedded. Not all pupils are able to identify their aspirations. Those who can identify their aspirations do not routinely receive the support they need to achieve them. Leaders need to ensure that a sequenced careers programme is in place that will provide pupils with the knowledge they need to take their next steps into education, employment or training.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	139559
DfE registration number	855/6042
Local authority	Leicestershire
Inspection number	10232337
Type of school	Other independent special school
School category	Independent school
Age range of pupils	6 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	27
Number of part-time pupils	7
Proprietor	ASD Learning Ltd.
Chair	Gemma Gosden
Headteacher	Julie Rawle
Annual fees (day pupils)	£50,401.50
Telephone number	01163 262624
Website	www.alpleicester.co.uk
Email address	julie.rawle@alpschools.org
Date of previous inspection	3 to 5 July 2018

Information about this school

- ALP Leicester is an independent special school located on the outskirts of Leicester.
- The school is registered to admit up to 35 pupils in the age range of six to 19 years. All are pupils with special educational needs and/or disabilities, who have autism spectrum disorders and/or social, emotional and mental health difficulties. All pupils have an EHC plan.
- A range of local authorities place pupils at the school who have been previously permanently excluded or are at risk of permanent exclusion.
- The school provides short- and long-term placements for pupils.
- The school's previous standard inspection took place in July 2018.
- The school makes use of two unregistered alternative provisions.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.

- Inspectors met with the headteacher, senior leaders and other members of staff.
- The lead inspector met with members of the proprietor board, including the chair and the leader who oversees health and safety.
- Inspectors carried out deep dives in mathematics, PSHE, English and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of pupils' work.
- Inspectors considered a wide variety of school documents, including school policies and the school improvement plan.
- Inspectors took note of the responses received to the Ofsted Parent View questionnaire. They considered the results of the Ofsted staff questionnaire. Inspectors met with several groups of pupils.
- Inspectors reviewed the school's policies related to safeguarding, scrutinised the single central record, checked the school's procedures for the safe recruitment of

staff and met with the safeguarding leader.

- The lead inspector checked the school site's compliance with the independent school standards.

Inspection team

Stephen Long, lead inspector

Ofsted Inspector

Martin Fitzwilliam

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022