



ANNUAL REPORT
ACADEMIC YEAR
2024/25

Vision Statement

Empowering success through holistic and individualised learning

Mission Statement

At ALP Leicester 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 Leicester 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.

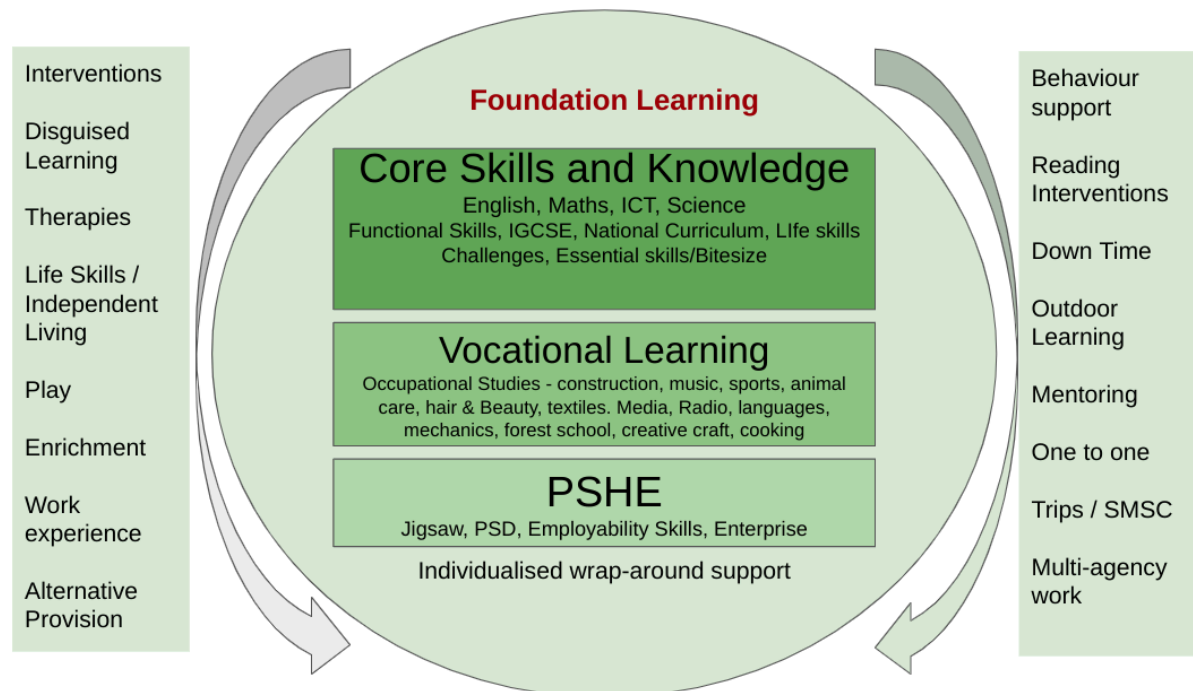
Working closely with the Local Authorities, we provide outcomes that are in accordance with the individual needs of each learner. We specialise in education placements of young people with SEND including (but not limited to) Autistic Spectrum Disorder, Emotional Behavioural Difficulties, complex needs 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
ALP Leicester – Stonehill Avenue, Birstall, Leicestershire, LE4 4JG	35 (moved to 55 add date)	6-19	Daniel Brown

Parental Involvement

ALP Leicester 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. ALP Leicester 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 Leicester

Staff Attendance and Retention

Number of Staff	Number of School Days	Staff Absences Total Number of Days
37	190	245.61
Number of staff from the end of the previous academic year	Number of those staff retained throughout the following year	% retention
33	30	91%

Attendance - Students

Year Groups	Average attendance rate
Primary	95%
Secondary	85%
Post 16	84%
Total	86%
Total (not inc persistent non-attenders)	95%

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
35	41	6

Qualifications Achieved

Qualification	Level	Number of Learners Achieved
Core Skills		
TLM IT User Skills	L1	8
Digital Skills	L1	5
Functional Skills English: Reading	EL	13
Functional Skills English: Reading	L1	3
Functional Skills English: Writing	EL	13
Functional Skills English: Writing	L1	2
Functional Skills English: SLC	EL	11
Functional Skills English: SLC	L1	2
Functional Skills English: SLC	L2	1
Functional Skills Mathematics	EL	0
Functional Skills Mathematics	L1	1
Science UAS	N/A	166
Vocational		
Creative Craft: Art	EL	14
Occupational Studies in the workplace	EL3	5
Occupational Studies in the Workplace	L1	4
PSHE / PSD		
Cache Mental Health Awareness	L1	4
ASDAN Towards Independence	N/A	13
PSD	L1	4
Enterprise	E/L1	1
Employability Skills	E/L1	2
Total Qualifications Achieved		272 (106)

Exclusions

Number of fixed-term exclusions	5 (3.5 days)
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	4	0	0
October 2024	6	1	1
November 2024	3	0	1
December 2024	3	0	2
January 2025	2	0	1
February 2025	1	0	1
March 2025	2	0	2
April 2025	4	1	1
May 2025	2	0	1
June 2025	0	0	1
July 2025	1	0	0
Total	28	2	12

*25 of these behaviours were LJT (LJT placement at ALP Leicester ended July 2025).

Progress

Secondary learners making expected or above-expected progress In English	92%
Secondary learners making expected or above-expected progress in Maths	67%
Secondary learners making expected or above-expected progress in ICT	100%
Post-16 learners making expected or above-expected progress In English	81%
Post-16 learners are making expected or above-expected progress in Maths	81%
Post 16 learners making expected or above progress in ICT	100%

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	6 further education/College and 1 into paid employment
Number leaving with no secure destination	2
Destination unknown	n/a

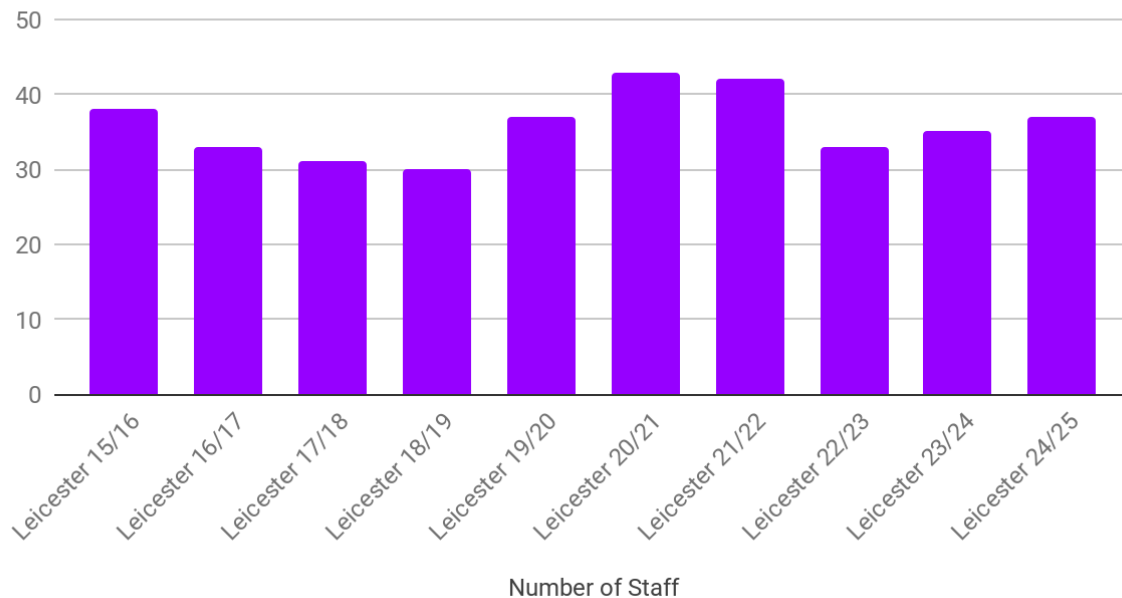
Safeguarding / Health and Safety

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
148	1	23	13	1

Annual Reports Analysis 2016 - 2025

Graph A

vs. Number of Staff



Graph A shows that the ALP Leicester staff team for 2024/25 increased slightly in response to growing learner numbers. The school ended the academic year with 41 learners on roll. To accommodate this growth, we recruited an additional base teacher and teaching assistant, which has enabled us to create another teaching group of 5 learners. This ensures we maintain appropriate staff-to-learner ratios and continue to provide high-quality, personalised support for all our learners.

Graph B

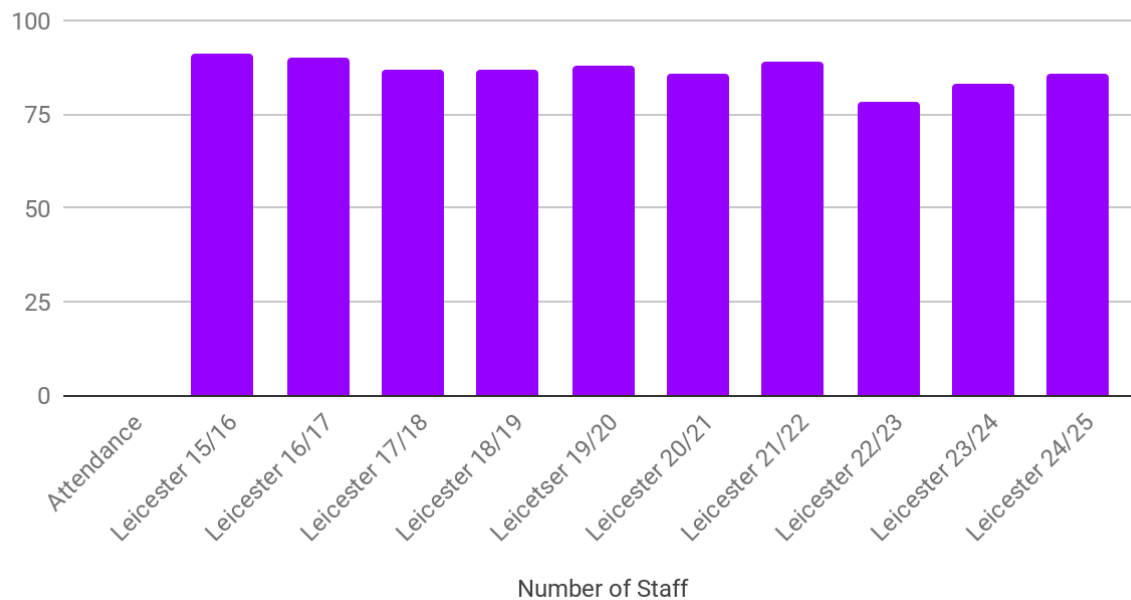
Retention Figures



Graph B shows that ALP Leicester's retention figures have improved significantly. This can be attributed to several key factors: a strong focus on staff mental health and wellbeing aligned with the school's values and ethos; the introduction of a group working model, which has provided staff with more opportunities to manage their planning and marking effectively; and a change in senior management leadership. These improvements demonstrate our commitment to creating a supportive working environment that enables staff to thrive and remain with the school long-term.

Graph C

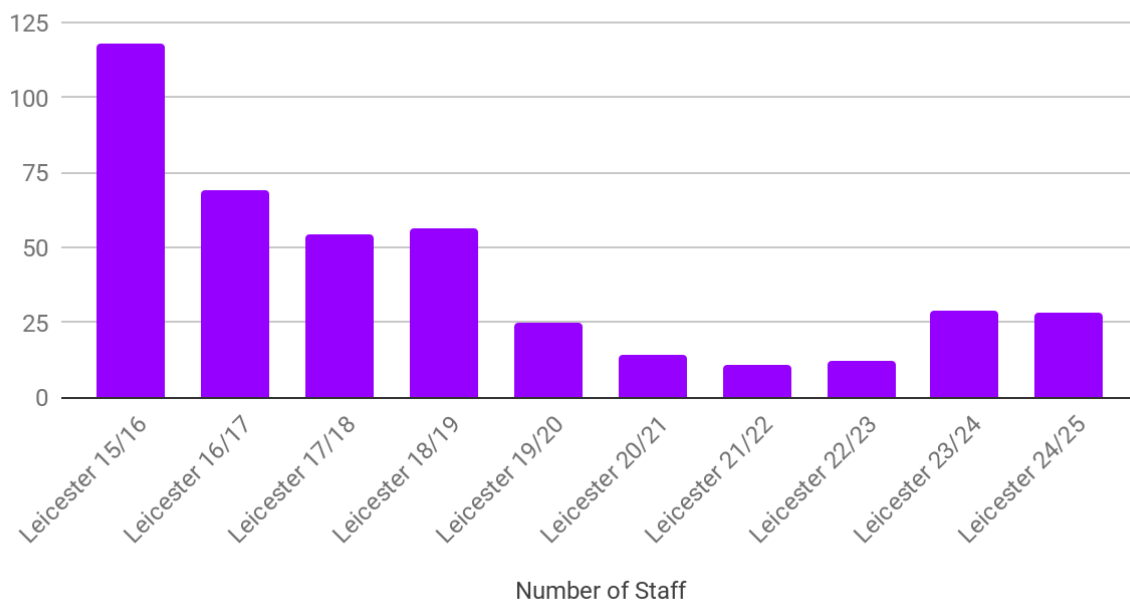
Attendance



Graph C shows that overall learner attendance increased in 2024/25, finishing at 86%, which is above the national average for SEN schools. ALP Leicester is pleased to report that this positive trend has continued into the current academic year, with whole school attendance currently standing at 93.4%. This significant improvement reflects our ongoing commitment to creating an engaging and supportive learning environment where learners want to attend and participate fully in their education.

Graph D

Behaviour Incidents



Graph D shows that the number of Team Teach incidents decreased slightly in 2024/25 to 28 incidents. Of these, 25 incidents involved one learner whose complex needs exceeded the provision ALP Leicester could offer. This reduction demonstrates the effectiveness of our behaviour support strategies and the positive learning environment we have fostered for our learners. We continue to prioritise de-escalation techniques and proactive behaviour management to minimise the need for physical intervention.

Graph E

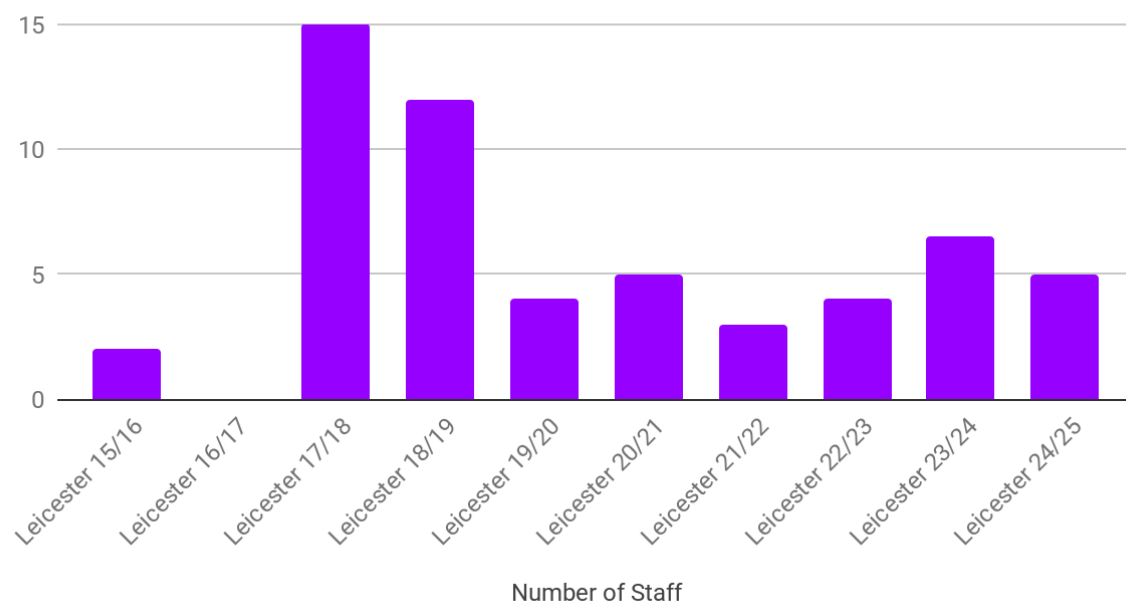
vs. Average Staff Attendance



Graph E shows that staff attendance increased slightly in 2024/25 to 96.5%. ALP Leicester has implemented a streamlined process for managing staff absence and now consistently enforces the Sickness/Absence Policy. These measures have established robust attendance monitoring procedures that enable us to identify and address any patterns of poor attendance proactively. This improvement in staff attendance contributes directly to consistency and stability for our learners, ensuring they receive uninterrupted high-quality teaching and support.

Graph F

Fixed Term Exclusions



Graph F shows that fixed term exclusions decreased slightly in 2024/25 compared to the previous academic year. Two of the exclusions involved one learner who displayed dangerous behaviour and whose complex needs could not be met at ALP Leicester. Fixed term exclusions are only ever used as a last resort when all other behaviour management strategies have been exhausted and the safety of learners and staff is at risk. This reduction reflects our commitment to inclusive practice and our success in supporting learners to remain engaged in their education.

Graph G

Qualifications Achieved

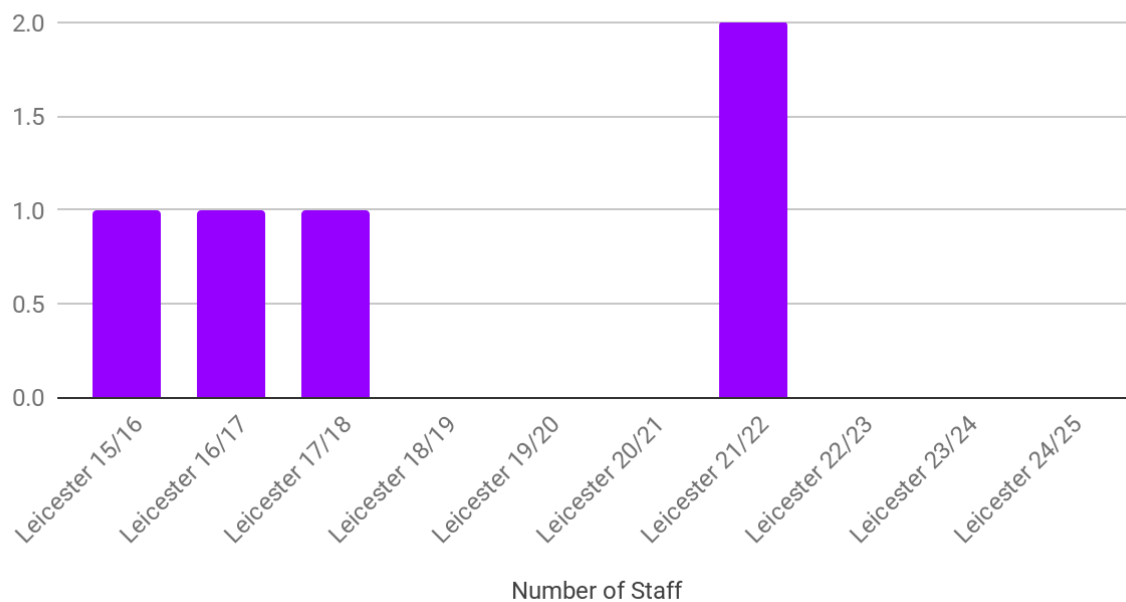


Graph G demonstrates that our qualifications achieved for 2024/25 improved significantly from the previous year. This reflects ALP Leicester's commitment to providing a balanced and varied curriculum for its learners, which has enabled achievement across all areas of the curriculum.

This academic year, we are implementing several key curriculum developments to further enhance learner outcomes. We have introduced subject-specific qualifications in music and cooking, and developed our maths and English provision through the Essential Skills pathway, enabling a greater number of learners to demonstrate success and achieve qualifications appropriate to their abilities. We are also expanding our ASDAN provision through the further development of the Towards Independence pathway, additional implementation in sport and PE, and the introduction of ASDAN Foodwise in cooking. These developments ensure that ALP Leicester continues to offer a curriculum that is both inclusive and aspirational, meeting the diverse needs of all our learners.

Graph H

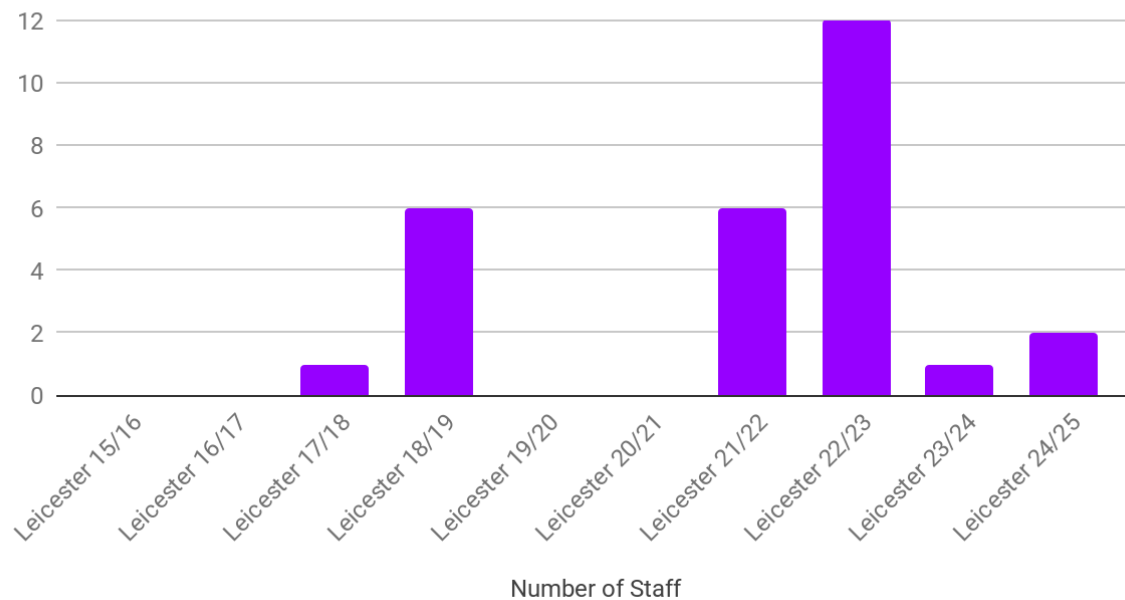
Permanent Exclusions



Graph H shows that there were zero permanent exclusions in 2024/25. This demonstrates ALP Leicester's commitment to an inclusive culture where we work tirelessly to meet the needs of all our learners and ensure they can access their education in a supportive and nurturing environment.

Graph I

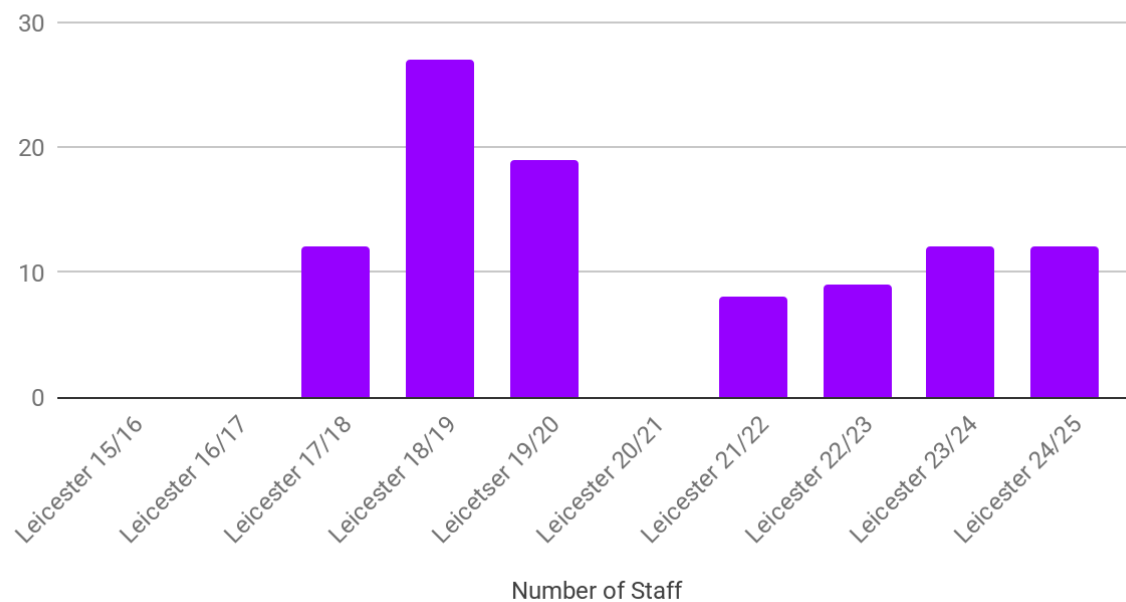
Racist Incidents



Graph I shows a small increase in the number of racist incidents reported at ALP Leicester in 2024/25. This increase in reporting reflects our ongoing work to raise awareness of race and culture through our PSHE and RE lessons (Jigsaw and Leicestershire County's RE Syllabus), which has enabled learners to better identify and report inappropriate behaviour. We continue to foster an environment where learners feel confident to speak up about discrimination, and where cultural sensitivity and respect for diversity are embedded throughout our curriculum. All reported incidents are taken seriously and addressed promptly to ensure ALP Leicester remains a safe and inclusive space for all.

Graph J

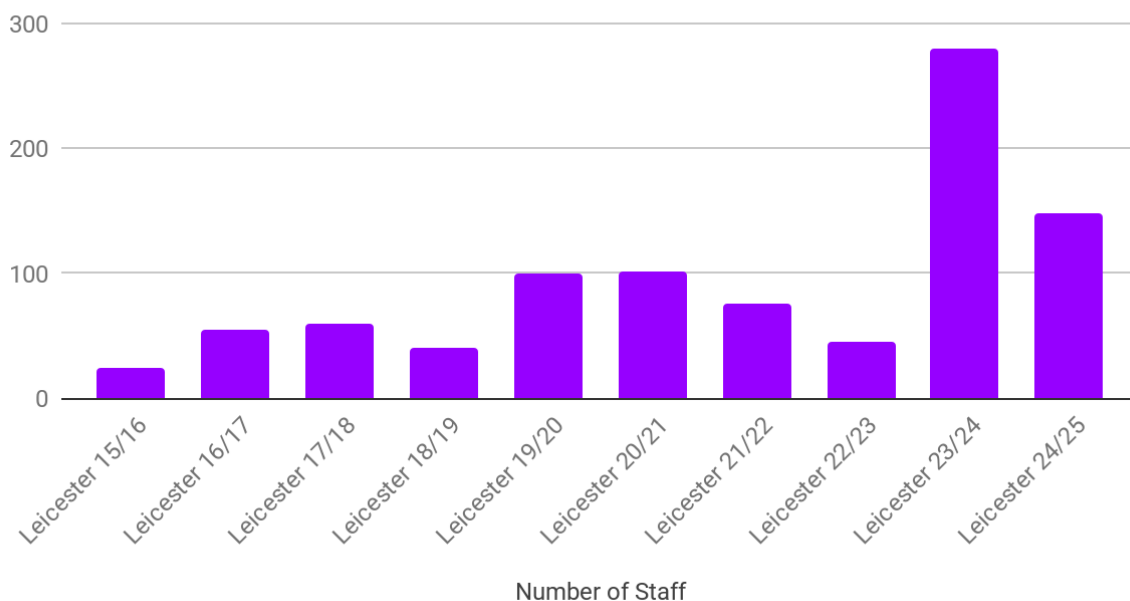
Bullying Incidents



Graph J shows that the number of bullying incidents has remained relatively the same from last academic year (but overall has decreased significantly from 18/19/ 19/20). Learners at ALP Leicester continue to develop tolerance towards each other as our group model embeds. Next academic year we will be working towards an Anti-Bullying Quality Mark with Leicestershire County Council which should help reduce incidents further

Graph K

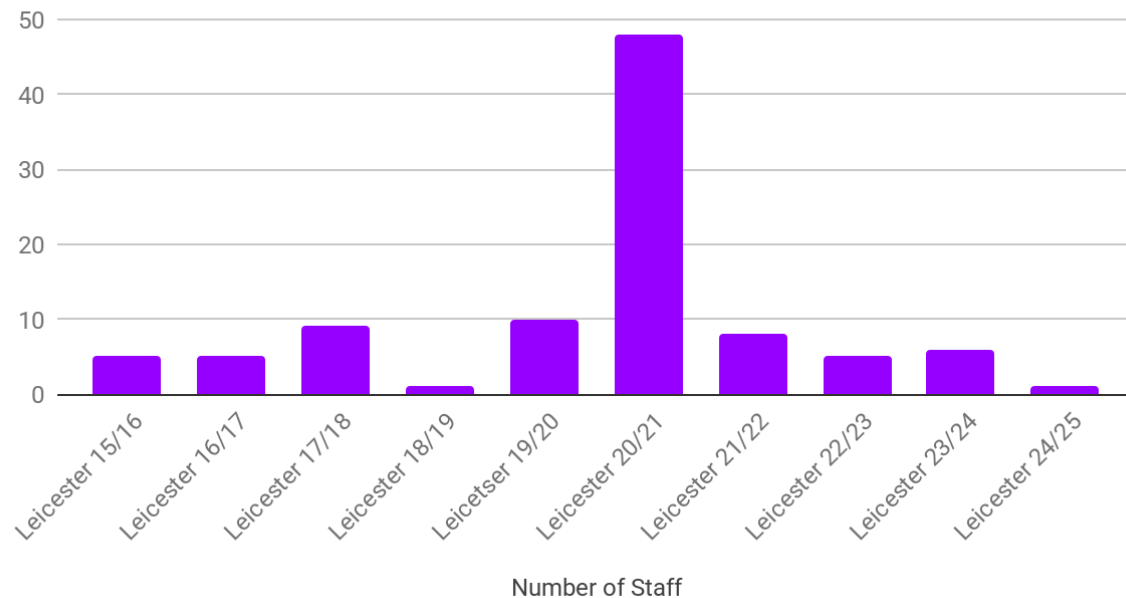
Safeguarding Concerns Reported to School



Graph K shows a reduction in the number of safeguarding concerns reported at ALP Leicester in 2024/25. This decrease can be partially attributed to four SEMH learners with complex needs, who had a high number of safeguarding concerns, moving to more appropriate settings where their needs could be better met. Additionally, staff have received further training on what constitutes a safeguarding concern, ensuring that reporting is accurate and appropriate. ALP Leicester remains vigilant in safeguarding all learners, and staff continue to follow robust procedures to ensure any concerns are identified and addressed promptly in partnership with relevant external agencies.

Graph L

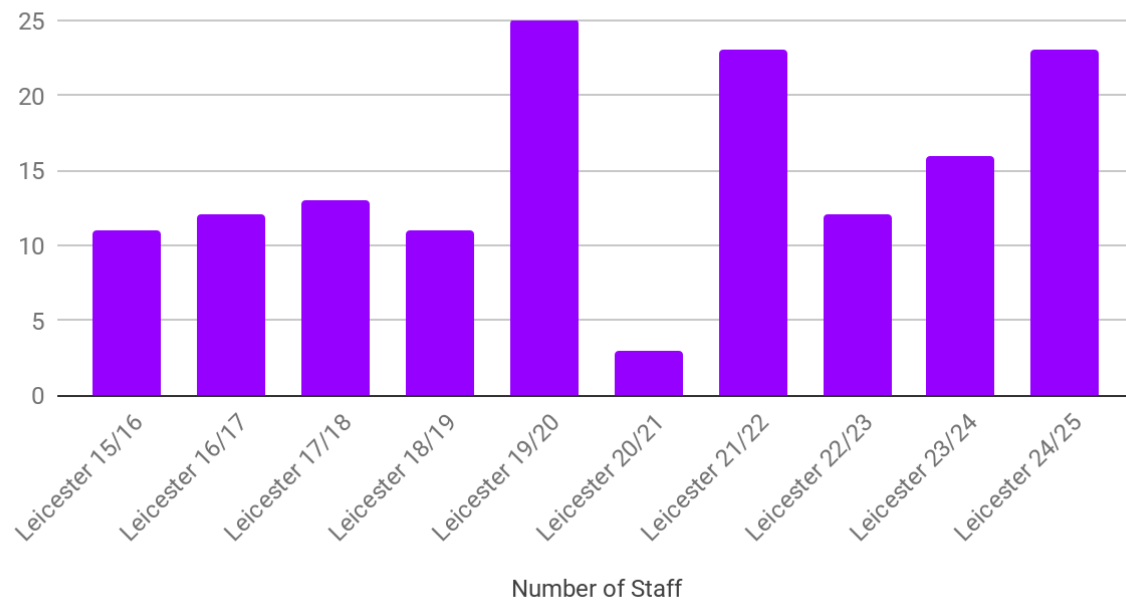
Safeguarding Concerns Reported to the LA



Graph L shows a reduction in the number of safeguarding concerns reported to the Local Authority in 2024/25. This decrease is primarily due to four learners with a high number of safeguarding concerns moving to more appropriate settings where their complex needs could be better met. ALP Leicester continues to work closely with the Local Authority and external agencies to ensure all safeguarding concerns are appropriately reported and managed in line with statutory requirements.

Graph M

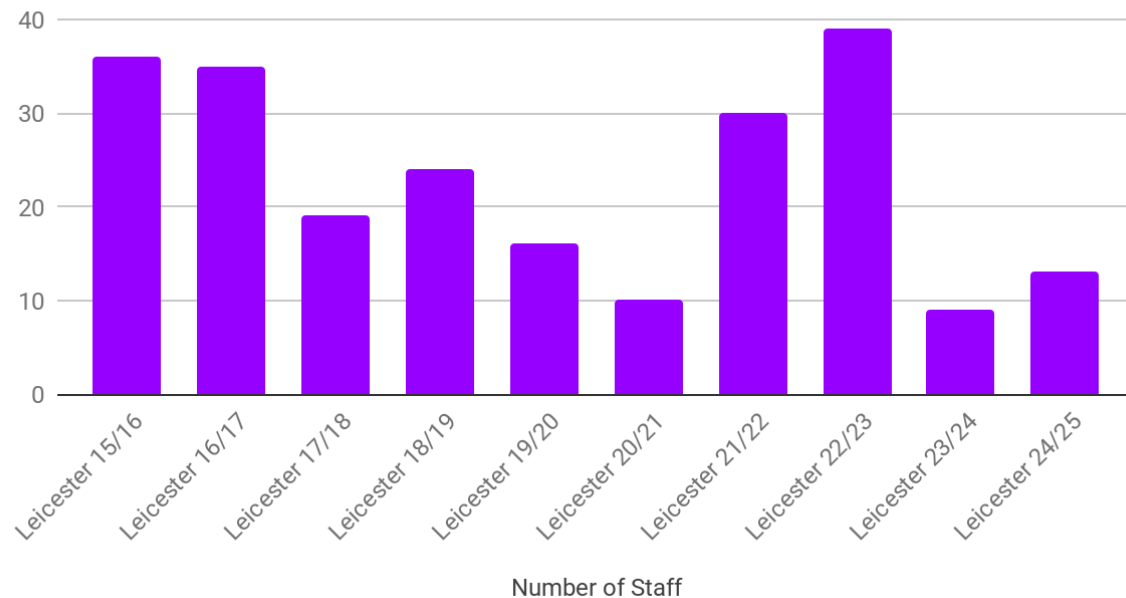
Recorded Staff Accidents



Graph M shows an increase in the number of staff accidents at ALP Leicester in 2024/25, with 24 incidents recorded. Of these, 16 incidents involved one learner with significant SEMH needs who displayed physical aggression towards staff. This learner has since moved to a more appropriate specialist setting where their complex needs can be better met. ALP Leicester prioritises staff safety and wellbeing, and continues to provide regular Team Teach training and risk assessment procedures to minimise the risk of injury. All accidents are thoroughly investigated and appropriate measures are put in place to protect staff whilst supporting learners with challenging behaviour.

Graph N

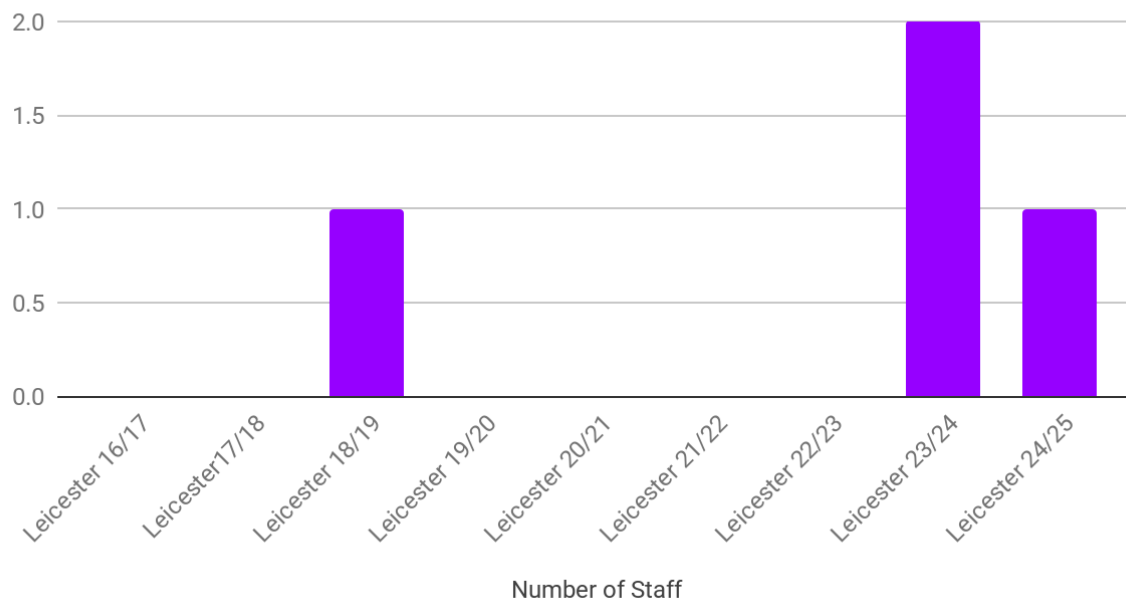
Recorded Student Accidents



Graph L shows an increase in the number of student accidents in 2024/25 compared to the previous academic year. This increase can be attributed to the rise in student numbers and the nature of when accidents occur, with most incidents taking place during break times and physical education lessons. PE lessons now take place in smaller groups of 3-4 learners, which allows for more focused supervision and instruction. ALP Leicester continues to maintain robust risk assessment procedures and appropriate supervision ratios to ensure learner safety whilst promoting physical activity and social interaction during unstructured times.

Graph Q

RIDDOR Reports



ALP Leicester had one RIDDOR report in 2024/25. This involved a staff member tripping on a curb on the school grounds. The incident was reported in accordance with statutory requirements, and appropriate measures have been taken to assess and mitigate any hazards on the school site to prevent future incidents.

